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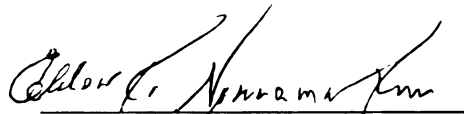
An Assessment of Practicing Seventh-day Adventist Ministers'
Perceived Administrative Skills: Implications for
Curriculum in Ministerial Training

presented by

Earlington Winston Guiste

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AN ASSESSMENT OF PRACTICING SEVENTH-DAY ADVENTIST
MINISTERS' PERCEIVED ADMINISTRATIVE SKILLS:
IMPLICATIONS FOR CURRICULUM IN
MINISTERIAL TRAINING

By

Earlington Winston Guiste

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ABSTRACT

AN ASSESSMENT OF PRACTICING SEVENTH-DAY ADVENTIST MINISTERS' PERCEIVED ADMINISTRATIVE SKILLS: IMPLICATIONS FOR CURRICULUM IN MINISTERIAL TRAINING

By

Earlington Winston Guiste

Purpose of the Study

The study was designed to assess the perceptions which practicing Seventh-day Adventist ministers, in four conferences, have of their own administrative skills in order to gain a better understanding of their competencies and needs; and to compare the ministers' assessments of their skills on the basis of seven independent variables to determine their effects on those assessments.

Methodology

A sixty-eight item survey instrument was developed on the basis of the Likert scale model, and posted to the population of 242 practicing ministers. Out of the returned questionnaires, 189 were used as the basis of the analysis. The independent variables were: conference, ethnic classification, ordination, number of churches pastoring, average membership in pastorate, degree, and minimum church administration requirement (CHMN 527). The dependent variables were: planning, managing, decision making, communicating,

and evaluating. Multivariate Analysis was used to analyze the seven null hypotheses, and a significance level of 0.05 was set for accepting or rejecting the hypotheses.

Findings

The skills which the ministers perceived themselves to possess with the greatest degree of competence are the decision-making skills. This category is followed in diminishing sequence by communicating, planning, managing, and evaluating skills. In regard to the null hypotheses, there were conference, ethnic classification, number of churches pastoring, average church membership in pastorate, degree, and minimum church administration requirement (CHMN 527) effects on the ministers' assessments of their administrative skills. Those hypotheses were rejected. There was no ordination effect, therefore, that hypothesis could not be rejected.

In general, ministers from Regional conferences, who are Black, pastor one church, have pastorates with average and above church membership, attained the M.Div. degree and more, completed the minimum church administration requirement (CHMN 527), assessed their levels of skills or competencies higher than the other ministers.

The great majority of the respondents agreed that the administrative skills are very important for an effective administration of their churches, but that their academic ministerial training did not adequately prepare them in those skills.

DEDICATED

TO

My loving parents,

Joseph and Josephine Guiste
and sisters
Janet, Lilia, Dalia, and Judieth

ACKNOWLEDGEMENTS

Words are insufficient to express my gratitude and appreciation to God for having kept me alive and in sound physical and mental health throughout my unforgettable and very enlightening experience at Michigan State University, and to all those who have contributed in one way or another to the successful completion of this research.

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CHAPTER 1

INTRODUCTION

All organizations require competent administrators to successfully direct their course of action for the realization of the purposes of their existence. The church as a non-profit organization is no exception. It needs quality administrative leadership as much as any other non-profit or profit-making organization. It has a mission which forms the basis of its goals and objectives, and their achievement require not only thorough theological, counseling, preaching, and teaching knowledge and experience, but also the exposure of the minister to sound administrative principles, skills, and practice for a more effective and efficient administration of the church organization. This is of utmost significance for the minister since he is generally assigned to or appointed by a local church as its leader.

The assignment or appointment of ministers to local churches is commonly made after a period of years at theological institutions which are designed to educate priests, pastors, or ministers for the complex responsibilities of their position. However, it appears that in the process of formally educating the ministers (particularly those of

the Protestant persuasion), the administrative aspect of the ministerial preparation program has been relatively neglected as is reflected in ministers' performance in the administration of the church.

Statement of Problem

Historically, the clergy (ministers or pastors) have consistently played a very significant role in providing administrative leadership in all the major administrative units and local churches of the Seventh-day Adventist Church since its inception as a chartered organized body in 1860. However, in the researcher's discussion with a few Seventh-day Adventist ministers with regard to church administrative issues and problems, the common pervasive underlying message received is that Seventh-day Adventist ministers are not academically prepared to adequately assume the administrative responsibilities of the local churches, and that they are victims of the church's educational system.

The findings of this informal survey are supported by scholars in church administration. Alvin Lindgren cited a case (which is not necessarily an isolated one) in which he claimed that a prominent but frustrated minister said to him, "All I do is rush from one thing to another. I don't really know what I am doing or why I am doing it." (Lindgren 1965, p. 13).

This problem, whether isolated or pervasive among ministers, seems to be rooted in two fundamental causes: (1) a misconception in the church about the nature of administration, and (2) a significant lack of academic training and possibly very little or no informal reading in administration by pastors and church leaders. (Gangel 1974, pp. 18, 25).

The misconception of administration in the church is reflected in church leaders' attempts to provide spiritual answers to organizational problems, and organizational answers to spiritual problems. This is further compounded by the misperceptions of administration as being nonessential, uninteresting, and not spiritual (Gangel, 1974).

The lack of formal academic training in administration for ministers is addressed by H. Richard Niebuhr (1956), William Leach (1958), and Kenneth O. Gangel (1974), who concur that the traditional academic training of ministers does not qualify them for administrative leadership in the church, for "while many pastors and other Christian leaders train extensively for preaching, teaching, and counseling ministries, most of them spend very little time in formal training (or even informal reading) to develop the capacity for administrative oversight" (Gangel, p. 25).

Richard Niebuhr wrote that "It is significant when ministers reflect on their theological education they are likely to regret more than any other deficiency in it the failure of the school to prepare them for the administration

of such a church" (Niebuhr, 1956, pp. 83-4). And Donald Smith maintained that "the traditional roles of the pastor do not include administration and organization" (Smith, 1974, p. 51).

The educational system of the church appears to have a significant responsibility in educating its ministers not only for spiritual, but administrative leadership as well, because the church characteristically parallels other institutions in that it is:

1. Purposive, with goals and objectives to be achieved.
 2. Peopled, with people who have personalities that need to be integrated with the organizations goals etc.
 3. Structural, with a structure to facilitate the achievement of its goals and objectives.
 4. Normative, with both written and unwritten norms for the governance of members' behavior, in their pursuance of church goals. And
 5. Sanction-bearing, for the protection of the individual and organization through discipline of members whose behavior contravenes the norms and established standards of the organization.
- (Getzels and Guba, 1957, pp. 425-6).

Therefore, the church at large and the individual congregations need competent and effective administrative leadership. This notion is confirmed by Kenneth Gangel who claimed that

"Effective administration is not an option for the church any more than it is for AT&T" (Gangel, 1974, p. 23); William Leach refers to the minister as an executive "who knows what shall be done . . . how it shall be accomplished and through whom" (Leach, 1958, p. 170); and Ellen G. White, the modern prophetess of the Seventh-day Adventist denomination, wrote that "God's cause is in need of men and women who possess rare qualifications and good administrative powers; men and women who will make patient, thorough investigation of the needs of the work" (White, 1948, Vol. 7, p. 249).

However, "executive ministers" are not born with "rare qualifications and good administrative powers", they must be educated through the educational system of the church and be provided with practical experience for further administrative growth. Unfortunately, a review of the 1982-83 bulletins of all undergraduate Seventh-day Adventist educational institutions in the United States revealed their theological programs to be significantly deficient in planned administrative education for prospective ministers. An examination of the 1982-83, and the 1983-84 bulletins of the Seventh-day Adventist Theological Seminary at Andrews University has disclosed the offering of a few courses in church administration, with one (CHMN 527 Church Leadership and Administration) being mandatory for the Master of Divinity program which provides the basic professional training for the ministry. But is this course sufficient in terms of preparation for the tremendous administrative responsibilities

involved in achieving the church's goals and objectives?
What administrative skills have ministers acquired through
this and other courses, and experiences?

The problem is to determine if Seventh-day Adventist ministers are included in the general characterization of ministers as deficient in administrative skills. This study will undertake that task in a limited way.

Purpose of the Research

The church as an institution (which is purposive, peopled, structural, normative, and sanction-bearing) demands competent and effective administrative leadership for the realization of its goals and objectives. This study was therefore designed to assess the administrative skills of ministers of four Seventh-day Adventist conferences (Lake Region Conference, Michigan Conference, Northeastern Conference and Wisconsin Conference) in five selected areas of administration: planning, managing, decision making, communicating, and evaluating.

However, the specific purposes of the study are:

1. To determine how practicing Seventh-day Adventist ministers would assess their perceived current levels of administrative skills in the five selected areas of administration.

2. To compare the practicing ministers' assessment of their planning, managing, decision-making, communicating,

and evaluating skills on the basis of conference, race, ordination, number of churches pastoring, average church membership in pastorate, academic degree, and minimum church administration requirement for the Master of Divinity program (CHMN 527 Church Leadership and Administration).

3. To determine in which of the five selected administrative areas the practicing ministers regard themselves as sufficient and deficient to better understand their competencies and needs.

4. To consider and solicit recommendations for the improvement of those administrative skills in which ministers perceive themselves as deficient, and for the improvement of the administrative aspect of the ministerial preparation program.

Significance of the Research

Neibuhr (1956), Leach (1958), Gangel (1974), and Smith (1974) have implied deficiencies in their description of ministers' administrative skills. Using the methodology employed in this study (see chapter 3), this issue may be investigated through the self-reporting of the ministers. Thornton, iii, cited many studies which claim the "preponderance of studies show that individuals rate themselves higher than they are rated by comparison groups" (Thornton, 1980, p. 265). This trend could be a factor of this study, but a Stanford psychologist, Bandura (1978), indicated that

self-rating can work. He cited four processes through which people develop and verify self conceptions: through real-life experiences, vicarious information gained from observation of others, through judgments received about themselves and their performance from others, and they take the time out to verify their feelings about themselves and their performance. Individuals therefore appear to be able, to a significant degree, to rate themselves validly and reliably.

In addition, the minister is the chief administrative leader in the local church, and is ultimately responsible for the local policies that give direction to the church in terms of the kinds of programs and activities developed and executed for the achievement of its objectives and goals. Robbins (1980) claims that no one of the elements involved in the administrative process is more important than the other, and that "If any one function is performed poorly, it impacts adversely on the effectiveness of the administrator and the performance of his unit" (Robbins, 1980, p. 421). This study is therefore important for the following reasons:

1. It should provide information, from the ministers' perspective, that will help determine Seventh-day Adventist ministers' perceptions of their administrative skills.

2. It should provide a better understanding of the current levels of Seventh-day Adventist ministers administrative skills from their perspective. This information could be utilized by curriculum designers for necessary improvement or adjustment in the church administrative aspect

of the ministerial preparation program, and by conference administrators as they develop relevant in-service programs, activities and materials for the upgrading of those skills in which ministers are deficient. Failure to acquire the incumbents' perspective through this and other scientific investigations of the practitioner's role can only serve to widen the gap between theory and practice.

3. It should add to the ministers' awareness of their relative responsibilities in the five selected areas of administration through the reading of the questionnaires.

Conceptual Framework and Limitations of Research

Consideration was not given to all the describable administrative skills that ministers should possess. The human relations perspective was excluded on the basis that it appears that this model, as well as the social-psychological, are not perceived to offer as yet any consistently persuasive data on identifiable sets of skills that may be empirically generalized. Perrow, in quoting Wilensky who had summed up the human relations research, claimed that Wilensky's conclusion, in the following statement, still stands:

All this suggests that, at minimum, the practitioner who wants to apply the human relations research has no clear directive as to what to do - and this is true not only of the findings on size of immediate work group, the character of informal work group solidarity, degree of identification with company goals, and type of leadership style as related to productivity;

it applies also to the findings on the relation of "morale" (i.e., satisfaction with job and company) to all of these variables. The evidence is typically inconclusive, the interpretations sometimes contradictory. (Quoted in Perrow, 1979, p. 110).

This study was limited, therefore, to the church organization from a classical management perspective that seeks to optimize organization performance through the optimization of structure. The researcher deemed such skills generic and significant to the administrative process of the church.

The study was also limited to a survey, through a questionnaire, of all practicing Seventh-day Adventist ministers (chosen arbitrarily by the researcher) in four conferences which include two Regional conferences: Lake Region Conference and Northeastern Conference; and two State conferences: Michigan Conference and Wisconsin Conference in the United States of America. The population included two hundred and forty-two (242) ministers; and the administrative skills that were assessed are: planning, managing, decision making, communicating, and evaluating.

Ministers' administrative skills were not observed directly. Neither church board members who work closely with the ministers, nor church members were asked to evaluate the ministers' administrative skills, although this approach might have provided additional data on the ministers' administrative skills. The major concern of the study was to determine the ministers' perspectives.

Underlying Assumptions of the Research

The researcher assumed in this study that there is a common body of administrative knowledge and activities that are generic, or universal in that in every organization (public or private, business, industrial or voluntary such as the church), administrators as decision makers perform the functions of planning, managing, decision making, communicating, and evaluating.

It was also assumed that formal academic learning is the primary source of providing theoretical knowledge and some practical information in administration, a process which is necessary and precedes full-fledged administrative employment.

Research Questions

The objectives of this research were to discover answers to the following research questions. The answers, however, should provide pertinent information from the practicing ministers' perspective to curriculum planners and conference administrators concerning the current levels of the ministers' administrative skills.

Research Question 1. How do practicing Seventh-day Adventist ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating?

Research Question 2. What are the effects of conference, race, ordination, number of churches pastoring, average church membership in pastorate, degree, and the completion of the mandatory church administration requirement CHMN 527 on the ministers' assessments of their planning, managing, decision-making, communicating, and evaluating skills?

Research Question 3. What are the ministers' perceptions of the recommendations listed by the researcher, and what other suggested recommendations will they provide for the improvement of their administrative deficiencies and the church administrative aspect of the ministerial preparation program in the Seventh-day Adventist Theological Seminary?

Research Hypotheses

The following seven null hypotheses are based on Research Question 2, and are tested by MANOVA, using the probability of 0.05 as the level of the significance for the rejection of the hypotheses.

Hypothesis 1. There will be no difference between how practicing ministers of Regional and State conferences assess their current levels of administrative skills in regard to planning, managing, decision making, communicating, and evaluating.

Hypothesis 2. There will be no difference between how Black and Caucasian practicing ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Hypothesis 3. There will be no difference between how unordained and ordained practicing ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Hypothesis 4. There will be no difference between practicing ministers pastoring one church and ministers pastoring two or more churches in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Hypothesis 5. There will be no difference between practicing ministers with pastorates of less than average church membership (fewer than 349), and ministers with pastorates of average and above church membership (349 or more) in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Hypothesis 6. There will be no difference between practicing ministers with less than M.Div. degrees and ministers with M.Div. degrees and above in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Hypothesis 7. There will be no difference between practicing ministers who did not complete the minimum church

administration requirement (CHMN 527), and ministers who completed the minimum church administration requirement in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

Definition of Terms

The following definition of terms is presented in order to provide a common basis of understanding in reading this study.

Administration -- The task of discovering and clarifying the purpose, goals, and objectives of an organization, and moving in a coherent, comprehensive manner toward their realization with and through others.

Assessment -- The act of appraising, determining, estimating, or valuating the amount or value of something; to evaluate the quality or worth of. (Assessment and evaluation will be used interchangeably in this study).

Bureaucracy -- A form of organization in which systematic administration and management are characterized by specialization of functions, objective qualifications for office, action according to fixed rules, and or hierarchy of authority. (Perrow, 1979; and Webster's Third New International Dictionary, 1971).

Decision Making -- "Those activities directed at gathering information and selecting alternative course of action in relation to progress (or lack thereof) toward goals."

(Robson, 1976, p. 14).

Evaluating -- The formal process utilized in the assessment of an organizational progress toward achievement of its goals.

Hierarchy -- A ranking of individuals, or a group of officials, according to their authority or function in the church or government.

Managing -- The operationalizing of the plans of a group, organization or individual, including the organizing, controlling, coordinating etc. of all activities.

Planning -- The processes utilized by a group or individual in determining its goals and objectives, and structured activities for their realization.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of the related literature is divided into three major sections. The first section deals with leadership in terms of its definition, some leadership theories, and power and authority in leadership. The second section examines some notable theories of management, including Scientific Management, Human Relations, and Administrative theories and principles, and shows how these management perspectives have influenced the role of the Protestant minister. Section 3 deals with the role of the Protestant minister from the Continental Reformation, to the Puritan period, to that of the new developments in the American society.

Leadership

Leadership appears to be a universal human phenomenon, and a concept that has been widely studied. However, Burns (1978) claimed that it is the most observed of phenomena yet the least understood. So what is leadership? What are the factors that determine an individual becoming a

leader? And what are the personality traits or attributes that contribute to the effectiveness of leaders?

What is Leadership?

It appears as though there are as many definitions and conceptualizations of leadership as there are persons who have attempted to define it. Clarence Weber (1961) claims that leadership is a moral function which is not necessarily known by the number of people who are captivated by it, or by how smooth it operates, but by the personalities it enriches. For him, it is a process that helps people examine, evaluate, change, and develop roles and purposes. Fred Fiedler (1964) defines the leader as the person who directs and coordinates task-relevant activities in a group, or the one who, in the absence of the designated leader, assumes those responsibilities in the group. However, according to Bernard M. Bass, the earliest cited definitions of leadership focussed on "group process and movement. The next type of definition considered it as the art of inducing compliance", while the recent definitions tend to conceive of it in terms of "power differentials, role differentiation, and initiation of structure." He claimed that as a result of "a parallel tabulation of dates for different types of definitions indicates that various trends of thought were taking place simultaneously." (Bass, 1981, p. 15).

Notable Theories of Leadership

Trait Theories. The traditional approach to the study of leadership had been to identify those super qualities that differentiate the leader from the followers. This approach gave rise to the trait theories of leadership.

Bernard (1926), Bingham (1927), Tead (1929) and others have tried to explain the concept (leadership) in terms of personality and character traits. By 1940, Bird (1940) had compiled some seventy-nine character and personality traits from approximately twenty studies of psychological orientation. Some of the traits that have been identified by Stout and Briner (1969) include intelligence, general ability, task ability, and level of formal education. However, it appears that the "best that can be said is that intelligence, extroversion, self-assurance, and empathy tend to be related to achieving and maintaining a leadership position; that is," according to Robbins, "leaders tend to possess these characteristics to a relatively greater degree than others within the group in which they lead." (Robbins, 1980, p. 320).

Research in traits theories ran into difficulties. Gouldner reviewed much of the evidence relating to this approach and concluded that "At this time there is no reliable evidence concerning the existence of universal leadership traits" (Gouldner, 1950, p. 31). Lippitt's (1955) report on the trait theory showed that in 106 different studies,

only five percent of all the listed traits appeared in four or more studies. Gibb (1969) claimed that inconsistent conclusions were the results of a summary of many studies on the trait approach. And Robbins summed up its weakness in the following:

Trait theories had inherent limitations: They ignored the needs of followers; they generally failed to clarify the relative importance of various traits; they ignored situational factors; and probably most importantly, although they could specify traits that almost all leaders possess, these traits were frequently held almost by a substantial number of nonleaders. (Robbins, 1980, p. 320).

Behavioral Theories. Since the trait approach failed to produce the desired or expected results, researchers turned their foci on the behaviors exhibited by leaders. The underlying assumption seems to be that if specific behaviors could be identified in successful leaders, then programs could be designed to inculcate those behavioral patterns into potentially effective leaders. Bass (1981) claimed that G. D. Aaronovich and B. I. Khotin had already reported, in 1929, success in altering the leadership behavior in monkeys in uncovering boxes of food. However, this approach was designated as "what leaders do that others do not" by Stout and Briner (1969).

In the late 1940's one of the most comprehensive studies in this area was undertaken at Ohio State University. The effort of Halpin and Winer (in Stogdill and Coons, 1957) identified two factors (as a result of a factor analysis of item correlations) which substantially accounted for most

of leadership behavior described by subordinates. These are: (1) initiating structure, which basically referred to the extent to which leaders were likely to define and structure their, as well as subordinates' role for goal attainment; and (2) consideration, which described leaders' relationships with subordinates in terms of mutual trust, respect for subordinates' ideas, and regard for their feelings. Numerous studies conducted on the basis of these two factors with their corresponding definitions discovered that leaders high on the two factors were able more frequently to achieve high subordinate performance and satisfaction than those low on the said factors.

The University of Michigan studies produced similar results to the Ohio State University studies. The researchers, Kahn and Katz (1969), produced the employee-oriented and production-oriented dimensions of leadership behavior. In the employee-oriented behavior, the leaders emphasize interpersonal relations; take personal interest in their subordinates; and accept individual differences among them. On the other hand, the production-oriented leaders are more concerned with production than with the members. The study concluded that leaders with employee-oriented behavior were associated with higher group productivity and job satisfaction.

The researcher presented the two most popular and significant studies conducted in regard to leadership as a function of the leader's behavior. There are numerous other research studies with similar conclusions, a couple

of which are Blake and Mouton (1964), and Reddin (1970). They all had similar problems in that they had little success in "identifying consistent relationships between patterns of leadership behavior and successful performance." (Robbins, 1980, p. 324). Another factor that was missing in the studies was their failure to show the influence of situational factors on leadership success or failure.

Contingency Theories. In reaction to the study of the leadership phenomenon based on the leader's trait or preferable behavior, researchers began to focus on the situational factors that influenced the leader's success or failure. Fiedler (1969) was the first researcher to develop a comprehensive contingency model of leadership. The model proposed that the effectiveness of a particular pattern of leader behavior was contingent upon the demands imposed by the situation. In other words, the effective performance of a group is highly dependent upon a compatible match between the leader's style of interacting with his or her subordinates and the control and influence provided the leader by the situation. Fiedler isolated three situational variables which he believed could be manipulated to provide a good match with the behavioral style of the leader. The variables were: (1) the leader-member relations, which was concerned with how well the leader was respected, liked, and trusted; (2) task structure, that determined the degree to which job assignments were structured or unstructured; and (3) position power, which has to do with the influence of

the leader over the power factors such as hiring, firing, discipline, promotion, salary etc. His research emphasized the need to place persons (leaders) in leadership situations for which they are suited. The task oriented leader should lead favorable -- situations in which the three variables are positive -- or unfavorable situations; and the relations-oriented leader to provide leadership in situations that are neither high nor low in favorability.

It appears that Fiedler went beyond the trait and behavior approaches to the study of leadership in his attempt to isolate situations and match them with personality measure, something that he used to predict leadership effectiveness. However, Fiedler's model was challenged by Graen, et al. (1970), Ashour (1973), and Korman (1973) on empirical, methodological, and theoretical grounds, but it seems to be a dominant contingency explanation of leadership effectiveness.

House (1971), in an attempt to reconcile the apparent contradiction of the Ohio State research in which was stated the "high-high" leader was not necessarily the most effective, formulated a path-goal contingency theory of leadership in which he integrated the expectancy model of motivation with the findings on leadership behavior initiating structure and consideration. According to House,

the motivational function of the leader consists of increasing personal pay-offs to subordinates for work-goal attainment, and making the path to these pay-offs easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing the opportunities for personal satisfaction en route. (House, 1971, p. 234).

For House, the leader should provide the subordinates with certain essentials -- guidance, encouragement, incentives for performance -- that are not otherwise provided by the organization. In other words, the role of the leader is a supplementally motivational one, and the intervening variables are: (1) "effort-performance expectancy", which is a worker perceived likelihood or probability that a given level of effort will lead to the successful completion of a task and task goals attainment, and (2) "performance-reward expectancy", which is the likelihood that successful task completion will lead to desirable or undesirable outcomes.

In essence, the theory is about path clarification, need satisfaction, and goal attainment. How is this integrated with the Ohio State findings? The initiating of structure helps to "clarify the path", and consideration makes the path to be followed "easier to travel."

House's research conclusion was that leaders who demonstrated a high degree of initiating structure, were more effective when their subordinates were working on unstructured or ambiguous tasks. In other words, when tasks were unclear, leadership clarification of path to goal achievement was appreciated. On the other hand, high consideration resulted in high subordinates' satisfaction when their tasks were structured or routinized. This seems to suggest that the scope of the job to be completed and the characteristics of the subordinates have a moderating effect on a leader's behavior and the performance and satisfaction of the subordinates.

The path-goal theory has been criticized by Schriesheim and Kerr (in Hunt and Larson eds., 1977) on the basis that conceptual problems of expectancy theory limits path-goal theory when both are linked. Osborn (in Hunt and Larson, 1974) claimed that the manner in which different situational variables interact has not been specified, and that it is not clear as to whether different aspects of the situation have a different moderating influence on the effects of a leader's behavior. Yukl (1981) alleges that the theory does not deal with the many other ways that leadership can effect subordinates' performance, such as training, planning, organizing etc. However, in spite of the criticisms, the Path-Goal theory has made a significant contribution to the study of leadership by "providing a conceptual framework to guide researchers in identifying potentially important situational moderator variables." (Yukl, 1981, p. 152).

Power and Authority in Leadership

There is in all social organizations or units, some form of leadership which is demonstrated through power, authority and influence. But what are power and authority? And how are they related to leadership?

Power as a generic concept is defined as a relationship between two or more actors in which the action of one is determined by the action of another or others. This definition appears to have been adapted from Dahl (1956) who

defined power as "A has power over B to the extent that he can get B to do something B would not otherwise do" (Dahl, 1956, pp. 202-3). Implied in this definition is the chance and ability to exert one's will against the resistance of others, the notion that is expressed in Weber's definition of power (Weber, 1947). Implicit in the definitions of power is the idea that it can only exist within the framework of decision making in social relationships. Therefore, the basis of any power structure is the decision-making process. A significant question that needs to be answered is: what gives power to some individuals and groups and not to others? There are four major sources of power: (1) position in a social group or organization; the higher the rank of an individual, the greater the power. This is defined by Weber as rational-legal authority; (2) personal attributes; when certain attributes are valued by people, the individual/s possessing those attributes gains powers. Weber defines this as charismatic authority; (3) traditional power, which is derived from the belief in the sanctity of traditions; and (4) knowledge power, which is also referred to as professional power. This type of power is acquired through extensive training and education, experience, or through informal avenues (Zey-Ferrell, 1979). What, therefore, is the difference between power and authority?

Robbins claimed that power is "an individual's capacity to influence decisions", while authority is "the ability to influence based on an individual's legitimate position

in one of the sources of power." (Robbins, 1980, p. 240). This means that authority is based on a position in a social group or organization, while the social unit is not the basis of power.

Weber (1947) cited three types of legitimate authority which are: rational-legal or bureaucratic, traditional, and charismatic. Rational-legal authority rests on the belief that obedience is owed to the established impersonal order, the authority of the office. This type of authority operates in large social units that are designed to accomplish certain administrative tasks on a large scale through systematic coordination of a great number of people. The administrative aspect is rationalized for goal attainment, and the system is characterized by specialization, impersonality, hierarchical authority, systematized rules and meritocracy.

Traditional authority receives its legitimacy from the established belief of sanctity of traditions. However, with the increase of travel and educational opportunities that have exposed peoples to different cultures, values, and formal education that seem to influence people to question everything. Traditional authority is probably on the decline.

Charismatic authority is based on the personality of the leader, or personal characteristics of the powerholder that the followers value. The values may be heroism, exemplary character, exceptional sanctity etc. found in the

leader. However, the danger in this type of authority is that anomie could result when the leader dies, particularly if the movement is not structured into an organization.

Professional authority is based on the knowledge and competency acquired through the educational process, and the acceptance by others of the expert giving the instructions or orders. This type of authority enables the professional to direct and guide others in certain complex processes. However, some are inclined to place this kind of authority as subdivision of the bureaucratic type.

There is a need in every social unit or organization for some form of leadership which is exercised through power, authority, and influence (Peil, 1977).

Notable Theories of Management

Scientific Management Theory

Frederick W. Taylor, the pioneer of the scientific management movement, formulated the initial principles of this management theory as a result of his work experiences and studies at the Midvale and Bethlehem steel companies during the late nineteenth and early twentieth centuries. He became aware of the shortcomings in factory operations of his time with regard to work standards, worker management responsibilities (lack of clear conceptions), bases of management decision (intuition, hunch, past experience), worker inability or ineptitude in task assignment etc. His overriding

objective appeared to have been the discovery of guidelines for the improvement of production efficiency. Four principles of management were derived from his studies: (1) scientific determination replaced the rule-of-thumb method in determining a worker's job, (2) workers were to be selected and trained on a scientific basis, (3) cooperation of management and labor to accomplish objectives, and (4) a more balanced division of responsibility between managers and workers, and managers planning and supervising, and workers executing the plans. The implementation of his scientific method or efficiency ideology lead to significant increases in management efficiency and worker productivity (Carroll and Tosi, 1977).

Frank Gilbreth, another contributor to scientific management, became known for his motion study, and directed his efforts at work arrangements, elimination of body and hand motions, and the design and use of appropriate tools and equipment for the maximization of work performance. (Cited in Robbins, 1980). And Cooke (1910) broadened the notions of scientific management in terms of the application of its principles in universities and municipal organizations. What he also sought was the one best way to perform jobs.

There is no doubt, that scientific management has made a significant contribution to the operations of all social organizations. Out of it came some very important ideas such as: inefficiency of management and workers, implementation of scientific method to management, specialization,

planning and scheduling, selection of the right person for jobs, task time standard, and wage incentives -- worker is paid for what he/she does (Carroll and Tosi, 1977).

Callahan (1962) presents a very comprehensive view on the widespread acceptance of the efficiency philosophy (Taylorism), but Perrow (1979) claims that employers (during the hayday of scientific management)

did not embrace the ideology of Taylorism, though they increased the degree of bureaucratization and control it required. For one thing it 'questioned their good judgement and superior ability which had been the subject of public celebration for many years'. It reduced their discretion, placing it in the hands of technicians; it implied that management's failure to utilize the skills of workers was the reason for workers' inefficiencies and restiveness. (Perrow, 1979, pp. 64-65).

In spite of the employers' rejection, the efficiency philosophy was heralded as applicable to the operations of the church. Matthews (1912), a prominent clergyman, praised Taylor's work and claimed it a "practical philosophy" that was destined to replace the traditional methods utilized in the church. He criticized the ministers for their excessive waste of time, and contended that church workers should be taught to "work under direction according to plans", and keep proper record of the church's operations. "If this seems to make the church something of a business establishment it is precisely what should be the case. We have too long", he continued, "regarded the church as capable of performing its possible services to the community without the

most elementary means of administration". (Matthews, 1912, pp. 1-2. Cited in Callahan 1962, p. 45).

The efficiency philosophy, in one form or another, is in the church to stay as is reflected in prominent church administration publications by Richards (1970), Kilinski and Wofford (1973), Gangel (1974) and others.

Human Relations Theory

While the scientific management movement was stressing organizational control from an asymmetric perspective or a top-down, single source from the top of organizational hierarchy in the early nineteen hundreds, there was emerging a counter movement with emphasis on social relationships, individual needs, and informal groups. Perrow (1979) quoted a management journal of 1928 that urged employers to "Treat workers as human beings. Show interest in their personal success and welfare" (Perrow, 1979, p. 65).

However, Haire (1954) traced the human relations philosophy of management to Elton Mayo in 1927, and to Roethlisberger's and Dickson's interpretations of that work. This organizational management philosophy was systematically extended by authors Argyris (1957), Likert (1961), McGregor (1958) and others. Much emphasis was placed upon the individual and democratic principles. Perrow (1979) described the progression of the human relations as:

high morale leads to high productivity; good leadership ("democratic" leadership; good leadership, good human relations, consideration, etc.) leads to high morale (and thus to high productivity); effective leadership (combining a concern for people with a concern for task effectiveness) leads to high morale and/or high productivity; effective leadership has to be tailored to the group situation (e.g., group task, structure, member relationship timing, stress, etc.). (Perrow, 1979, p. 110).

Although the human relations theory had gained pervasive credibility, many criticisms were leveled against it. Carey (1967), Sykes (1965) and others have questioned the research methods and conclusions of the Hawthorne studies. It was claimed that the samples were too small, questions too vague, and results were misinterpreted. Another criticism is that management was seen as rational, while the workers were viewed as nonrational (Kerr cited in Landsberger, 1958). It is also claimed that the researchers' search for workers' negative attitudes gave too much emphasis to the social groups in the workplace while ignoring the larger institutional framework of the economic system in which those relationships emerge and have meaning (Ibid.).

Irrespective of the numerous criticisms, the human relations research made a significant impact on the thinking of management problems, and led researchers to be aware that the human factor had to be taken into consideration in the development of a science of management.

Administrative Theory and Principles

Theory. While Taylor was formulating and testing his theory of scientific principles of management in the U.S.A., Henri Fayol of France was articulating his views of administration. He can be perceived as the first of the general administrative theorists, that is, one of those who were/are concerned with the principles of organizations and the functions of the administrator. Fayol stressed the importance of labor specialization, parallel increase of authority and responsibility, discipline, organizational members receiving orders from one superior, level in organization for decision making etc. One very important aspect of his work was his claimed applicability and definition of administration as a process of planning, organizing, command, coordinating, and controlling (Fayol, 1949).

Barnard (1938), another significant contributor to administrative theory, appeared to have combined the influence of scientific management and human relations in his attempt to reconcile the needs of organizations with those of individual members. Effectiveness was viewed by him in the light of organizational goals and their achievement, while efficiency pertained to worker satisfaction. He also outlined some important principles as guidelines for executives to manage organizations efficiently. These are: (1) maintaining organization communication, (2) securing essential services of individuals, and (3) formulating purpose

and objectives. In his work, Barnard demonstrated the significance of informal organization, viewed organizations as systems of coordinated activities, and introduced social aspects into the analysis of managerial functions and processes.

White (1929) was one of the first to publish a textbook devoted to public administration in which he argued for the separation of administration and politics; that the goal of administration is economy and efficiency; and that administration is a legitimate discipline subject to scientific study.

Weber also made a significant contribution to the theory of organization that influenced academics and practicing administrators after World War II. He developed the ideal type of organization that became the first theory of bureaucracy, the ideal type of which is characterized by division of labour, an authority of hierarchy of superior-subordinate relationships, formal rules and procedures, impersonal interactions, and a selection and promotion system based on merit. His was a theory of authority structures, and his description of organizational activity was based on authority relations. There is no doubt that his theory of bureaucracy emphasized rationality, predictability, impersonality, technical competence, and authoritarianism, which is similar to that of the ideological emphasis of Taylorism (Gerth and Mills, 1946 or 1979).

There are a number of other social scientists who endeavored to expand upon this field of study. Simon (1945 and 1976) contended that the decision-making processes hold the key to the understanding of organizational phenomena. Therefore, if the rationality of decision making was increased, there would be a parallel improvement in the administration of the organization. What he actually did was to analyze the administrative process through a study of administrative decisions in organizations. Getzels and Guba (1957) attempted to develop a socio-psychological theory of organizations that would have broad administrative application. They conceptualized the organization of having dual dimensions: the nomothetic or normative aspect of the social system which included the institution, role, and expectation; and the idiographic or personal aspect of the social system, and included the individual, personality, and need disposition. A deeper understanding of the dual components of the social system could lead to improved administration. And Coladarci and Getzels (1955) have pointed out instances when theory was used in educational administration.

In the large volume of literature in administration through which the researcher searched, it appears that these theoretical formulations were used in one way or another in the different fields of administration.

Principles. An examination of the literature reveals that Fayol is considered one of the foremost pioneers in administrative theory and principles. He formulated five

elements of administration as: (1) planning (prevoyance), (2) organization, (3) command, (4) coordination, and (5) control (Fayol, 1949).

Many other writers have in one way or another added or modified the principles proposed by Fayol. One example is provided in Gulick's acronym, POSDCORB that means planning, organizing, staffing, directing, coordinating, reporting, and budgeting (Gulick, 1937). Newman is another author who divided his publication on the principles and techniques of administration into the following sections: Planning, Organizing, Assembling Resources, Directing, and Controlling (Newman, 1951). And the American Association of School Administrators (AASA) Yearbook of 1955 listed five principles of the administrative process as follows: planning, allocation, stimulation, coordination, and evaluation (AASA Yearbook, 1955). One important thing is worth noting and that is the substitution of the concept of "stimulating" for previous "commanding" and "directing", a notion that appears to reflect the more humane approach of the Human Relation school of thought in management as opposed to the Scientific Management approach.

Another significant inclusion in this list was the concept of evaluation or the continuous examination of the results of the performance of the other activities. This concept was identified in Litchfield's thesis about the cyclical nature of the administrative process. For him it was "reappraising" at the end of the process that resulted in

taking the process back to the starting point in a substantial way. He included the following activities as components of the process: decision making, programming, communicating, controlling, and reappraising. He also proposed that each activity was independent and may be applied heuristically to a single problem or to the entire organizational activity (Litchfield, 1956).

Gregg (1957), in his attempt to apply Scientific Management theory to educational administration listed seven activities in the process, and they included: decision making, planning, organizing, communicating, influencing, coordinating, and evaluating (Gregg, 1957). The decision-making component has been greatly emphasized, particularly by Simon whose book was written on the assumption that the "decision-making processes hold the key to the understanding of the organizational phenomena" (Simon, 1976, p. 40 of Introduction).

Robbins believed that administration is a universal process, and that the process is composed of planning, organizing, leading, and controlling. Leading for him comprised of "supervision, motivation, communication, bringing about change, and managing conflict." But unlike Litchfield, he believed that the components are "highly interrelated", and that "If any one function is performed poorly, it impacts adversely on the effectiveness of the administration and the performance of his unit." (Robbins, 1980, pp. 10, 421).

In the area of church administration, Lindgren claimed that "it is imperative that the church administrator be familiar with the following steps in the administrative process, as applied to church administration:

1. Recognition of need
2. Planning
3. Organizing
4. Stimulating
5. Evaluating" (Lindgren, 1965, p. 70).

There are certain components that seem to be included in the many conceptualizations of the administrative process, but there is no clear-cut number of principles that comprise the process. Therefore, the present study will utilize planning, managing, decision making, communicating, and evaluating as components of the administrative process as was used by Robson (1976) in his study.

The Evolving Role of the Protestant Minister

Prior to the Continental Protestant Reformation, criticisms of corruption, the priests being isolated from the people, the sermons being boring, and numerous others were levelled against Roman Catholicism. But one of the fundamental criticisms that was directed against the church was that "instead of permitting the word of God to run a free course among men, the Papists confined it to a historical man-made institution, the church of Rome" (Pauch, 1983, p. 111).

This understanding of Luther and other fellow Reformers of allowing the "Word . . . to run a free course among men", lead to the development of the most distinguishing landmark of the Protestant church known as preaching. According to Skinner (1979), it was regarded at the Reformation period, "as a natural and permanent element in the worship and ministry of the Christian faith" (Skinner, 1979, p. 30). Preaching, therefore, became the most significant aspect of public worship, and was the primary role or function of ministers during that time (Pauch, 1983). But Martin Luther became so concerned about the enthusiasts and faulty preaching, that he formulated nine rules for good preaching as follows:

First of all, a good preacher must be able to teach correctly and in an orderly manner. Second, he must have a good head. Third, he must be able to speak well. Fourth, he should have a good voice, and fifth a good memory. Sixth, he must know when to stop. Seventh, he must know his stuff and keep at it. Eighth, he must be willing to risk body and soul, property and honor. Ninth, he must let everyone vex and ridicule him. (Cited in Pauch, 1983, p. 134).

In addition to preaching, ministers had to function as teachers, another aspect that was unequivocally stated in Luther's first rule. The church was perceived to be the educator of its members through the instruction provided by the ministers. According to John Calvin, ministers had "to preach the Word of God, to instruct, to admonish, to exhort and reprove in public and private, to administer the

sacraments and, jointly with the elders, to exercise discipline" (Schaff, 1910, p. 477).

Another role of the minister during the Reformation period was that of pastoral care. This particular role seemed to have been deemphasized since the ministers visits to prisons and other institutions were limited. They were not allowed to visit the sick in their homes unless invited to do so, but members were encouraged to invite their ministers particularly when family members were near death. It appears that uninvited sick calls were not made "in order to avoid the impressions that people required the services of a priest when they were about to die" (Pauch, 1983, pp. 136-7).

During the Puritan era in England, the functions of the Protestant ministers (non-Anglicans) were reinforced. The Puritans wanted to rid the English or Anglican Church of all the practices of Roman Catholicism. The ministers of the more extreme Puritans who separated from the Church of England had gained a good reputation for their preaching, and it remained the central aspect of the Puritan ministry. Preaching was considered a very serious matter, and careful preparation was made because a sermon could have been a major event in a time when organized social activities were few (Hudson, 1983, p. 185).

The other functions included the conducting of public worship, administering the sacraments, and of equal importance was that of pastoral care and oversight. This aspect (pastoral care) was given greater emphasis because its importance

was realized. It included such responsibilities as instructing the people in the doctrines and values of the faith, pastoral visitation for at least three other purposes: (1) visiting the sick, (2) getting to know the people since an intimate knowledge of them equipped the ministers with enough information to reprove and admonish them, and (3) pastoral discipline. A type of counseling role began to develop since ministers were encouraged to be "patient and bear with 'peevish' and 'distempered' and disordered affections and actions of those who come to him." They were also advised to share the members sorrows and tears, be good listeners, guard secrets, and not to be discouraged by small results after considerable efforts. Ministers were also called to be schoolmasters, adult instructors, and to draft legal documents, give legal advice, and to adjudicate disputes (Ibid.).

However, with the transplantation of Christianity to America through immigration, some new developments in regard to the minister's role began to emerge. Christianity became diversified and fragmented into several voluntary and independent bodies operating in a free society. The traditional sacramental outlook was gradually replaced by an evangelical perspective of the faith made real through the propagandization of the gospel. In addition, the minister had to adapt to a new situation in which the colonists ardently defended religious diversity which became known as religious freedom.

This new situation, in which the minister became isolated from that power structure and status of the home church bureaucracy, placed the minister in a position in which he became dependent upon his character and the laity, since the people could remove him from their church if they thought it necessary. The laity had control over the local churches and fought to keep it that way. Under these conditions, the minister had to be a good preacher since the emphasis was on revivalism, or evangelism, or the conversion of souls which tended to obscure the other aspects of the ministry. He had to be persuasive and use political power to maintain his position since the Protestant churches appointed officers who formed the backbone of the church. This political relationship that resulted from the minister's dependence upon the local congregation "tended to make the American minister -- unless of more than average abilities or wealth -- very sensitive to the peculiar provincialisms of his parish and often subservient to and the spokesman for them" (Mead, 1983, p. 218).

By the early to the mid-1800, "the revival machinery" was put into full gear, and Mead claims that during this period "the conception of the minister practically lost its priestly dimensions as traditionally conceived, and became that of a consecrated functionary . . . who directed the purposive activities of the visible church" which according to him included the "denomination and Societies as well as the local congregation" (Ibid., p. 228).

Subsequent to the mid-1800, when the American society was becoming increasingly more complex with sharper class, cultural, ethnic, and intellectual differences that were brought about by industrialism, sectionalism, and immigration, the fundamentalist minister still regarded preaching as the most important means of disseminating the gospel (Michaelson, 1983). But during the early 1900 with the advancement of the efficiency philosophy through Taylorism, pressure was exerted on the church and the minister to use the principles of scientific management in the administration of the church. This notion was expressed by Matthews when he wrote, "We have too long regarded the church as capable of performing its possible services to the community without the most elementary means of administration" (Shailer Matthews, 1912, p. 2, in Callahan, 1962, p. 45).

This new dimension to the Protestant ministry was very necessary as the institutional church developed with needs for assistant pastors, deaconesses, custodians, secretaries, and other personnel in order to accommodate the influx of people. In this context, the minister required administrative ability, and according to Michaelson, administration "was one of Protestantism's most effective weapons in meeting the problems created by advancing urbanism" (Michaelson, 1983, p. 263). This aspect of the ministry has remained very important to the present-day church in its achievement of its goal. Its importance is also reflected

in the numerous books that have been published in church administration.

In many large modern affluent churches, ministerial specialists are employed to take care of educational, pastoral, and other areas, "while the chief minister concerns himself with preaching and administration" (Ibid., p. 286). This seems to indicate the importance placed upon these two functions of the ministry, because "Preaching remains perhaps the most dramatic, most effective, and most used means of communicating the gospel in Protestantism and will always be central in a tradition that stresses the primary of the Word of God" (Ibid., p. 285).

As the American society experienced intellectual, social, and economic development after the Civil War, urban slum, vice, crime, disease, poverty and unemployment became parts of the society's problems. Ministers were some of the first men to try to find remedies for the social ills by reaching out beyond the church to the community. Such a movement blossomed into what is known today as the Social Gospel Movement that based its theology in the doctrine of the Kingdom of God. Rauschenbusch claimed that the "Kingdom of God is not confined within the limits of the Church and its activities. It embraces the whole human life. It is the transfiguration of the social order" (Rauschenbusch, 1945, pp. 144-145). Out of this movement emerged the perception of the minister as a "social reformer".

Another special role developed for the minister as America became more institutionalized. The church sent its ministers into the hospitals, armed forces, prisons, schools, etc. to function as chaplains in order to make religion more accessible to the people. However, "Preaching has continued to be a central element in the Protestantism of the twentieth century" (Michaelson, 1983, p. 285).

Summary

The literature is saturated with a wide variety of definitions and theoretical perspectives on leadership. Those mentioned in the review are the trait theory which assumed leaders to possess super qualities that differentiated them from followers; the behavioral theory which emphasized that specific behaviors could be identified in successful leaders; and the contingency theory that focussed on the situational factors as determinants of leadership success or failure. Power and authority, and different authority types were discussed showing their relationship to leadership.

Three major theories of management and administration were presented. Scientific management with its focus on an efficiency philosophy that was translated into a more efficient organizational structure for greater control and productivity; and the human relations theory that emphasized individual needs, informal groups, and social relationship as effective means of achieving management goals in terms

of higher productivity. The administrative theory appears to be a reconciliation between classical management and human relations theories that recognized the needs of the organization and those of the individual members. In regard to the principles or elements of administration, there seemed to be much semantic interplay and conceptual overlap between the authors in reference to the process.

There is no doubt that there is a distinct dichotomy in the management philosophies of scientific management and the human relations school of thought with their respective efficiency-production and worker-consideration philosophies. But there is a parallel between those emphases and the fundamental findings of the leadership studies of initiating structure and consideration.

These different management and administrative theories have influenced the role of the Protestant ministry. Historically, the emphasis on the minister's role at the Continental Reformation period was primarily preaching. It was not long before it was broadened to include education and pastoral care. With the introduction of the ministry to America, and the many significant societal changes such as industrialization, urbanization, institutionalism, the development and implementation of management, administrative, and social theories, the Protestant minister's role multiplied significantly. However, the expected roles of the minister can be categorized under four headings of preaching, administration, educating, and pastoral care (or some may include counseling).

CHAPTER III

RESEARCH PROCEDURE

Introduction

After discussing the proposed study with the former committee chairman, the researcher wrote letters to the presidents of the Lake Region, Michigan, Northeastern, and Wisconsin conferences of Seventh-day Adventist requesting permission to include all practicing ministers within their jurisdiction in the study. Permission was granted, and the stage was established for the study to begin.

The procedure involved in the study included a review of the literature, the development of the instrument to assess the ministers' perceptions of their administrative skills in five selected areas, the distribution and collection of the questionnaire, and the analysis and presentation of the data. However, this chapter is divided into the following: (1) the population, (2) the questionnaire design, (3) methods of distributing and collecting the questionnaire, and (4) the analysis of data procedure.

The Population

The population of the study consisted of all practicing ministers (242) in four Seventh-day Adventist conferences, inclusive of which are two Regional conferences, and two State conferences. The two Regional conferences are composed of predominantly Black ministers, and are comprised of the Lake Region Conference and the Northeastern Conference; while the two State conferences consist of Michigan Conference and the Wisconsin Conference, both of which are overwhelmingly composed of Caucasian ministers. The Lake Region Conference is comprised of some churches in the following states: Michigan, Indiana, Illinois, Wisconsin, and Minnesota; the Northeastern Conference encompasses churches that are in the states of Connecticut, Massachusetts, New York and Rhode Island; the Michigan Conference includes churches in the State of Michigan; and the Wisconsin Conference is composed of churches in the State of Wisconsin. The following Table 3.1 shows the distribution of practicing ministers in the four conferences.

TABLE 3.1
DISTRIBUTION OF MINISTERS
ACCORDING TO CONFERENCE

CONFERENCES	NUMBER
Lake Region Conference	44
Michigan Conference	103
Northeastern Conference	67
Wisconsin Conference	28
TOTAL	242

Questionnaire Development

The instrument used in the collection of the data for the assessment of the administrative skills of the ministers, in the five selected aspects of administration, was a sixty-eight item questionnaire that was developed by the researcher through a review of the literature in the five administrative areas, the information of which was utilized in the modification of Donald Robson's (1976) questionnaire that was used to measure the perceived management skills of practicing school superintendents in Michigan. In the modification process, those items that the researcher deemed applicable to church administration were maintained, and other items were formulated and incorporated into the questionnaire.

Subsequently, a copy of the questionnaire was submitted to four former, and six currently practicing Seventh-day Adventist ministers for their critical review in terms of items relevance, clarity, and comprehensiveness etc. When those questionnaires were collected, the researcher made some relevant, yet minor suggested changes. The revised questionnaire was finally examined by the doctoral committee members who suggested additional changes that were made. The final product was a sixty-eight item questionnaire that was submitted to the presidents of the Wisconsin and Michigan Conferences for their review and approval before the researcher sent it to the ministers in their constituencies.

The questionnaire was divided into three sections, with Section II being further subdivided into five parts.

Section I was designed to acquire information from the ministers on their conference affiliation, age, race, professional classification, years of professional pastoral experience, number of churches in pastorates, number (average) of church membership in pastorates, degrees attained, and completion of minimum church administration requirement CHMN 527. A total of nine items were in this section.

Section II consisted of forty-five administrative items that were subdivided into five parts. Part 1 contained fourteen planning skills; part 2 consisted of nine managing items; part 3 was comprised of the eight decision-making skills; part 4 was composed of six communicating items; and part 5 consisted of eight evaluating skills. In this section,

the ministers were asked to assess their current levels of skills on each item in the five categories.

Section III contained twelve statements and two open-ended questions. Two of the twelve statements were designed to solicit the practicing ministers' perceptions of the significance of the five selected aspects of administration, on which they were assessed, to the administration of the church (item 55), and how adequately the ministerial preparation training program prepared them in five selected aspects of administration (item 60). The remaining ten statements solicited the ministers' perceptions of recommendations that were formulated by the researcher; and the last two item questions requested three recommendations per item from the ministers for the improvement of their administrative skills in the five selected aspects of administration (item 67), and the improvement of the church administrative aspect of the ministerial preparation program. Section II and III, with the exception of items 67 and 68, were structured after the Likert scale model with a five-point rating scale (Likert, 1952, See also questionnaire in Appendix III).

Methods of Distribution and Collection of Questionnaire

After receiving the names and addresses of the practicing ministers, with the exception of those in the Michigan Conference, the researcher prepared a cover letter that explained the purposes of the study, its significance, and

the anonymity provided for the ministers' protection; a questionnaire; and a self-addressed stamped envelope in each envelope and mailed them to 139 ministers. The researcher also delivered 103 stamped envelopes with the same contents to the president's office of the Michigan Conference where they were addressed and mailed to the ministers of that constituency around the middle of April, 1984. The deadline for the return of the completed questionnaires was May 15, 1984.

On May 10, 1984, a reminder letter was sent to all the ministers (the same procedure was followed with the Michigan Conference) after the researcher received approximately fifty percent of the questionnaires. A second questionnaire was mailed to all the ministers who made such a request, and by August 1984, the researcher received 193 questionnaires out of total population of 242. This was a 79.75 percent response, but four of the returned questionnaires were incomplete and thus discarded. The remaining 189 (78.1 percent) completed questionnaires were utilized in this study. The following, Table 3.2 shows the breakdown of the population and the responses.

TABLE 3.2
RESPONSES RECEIVED FROM MINISTERS

Number of Questionnaires Mailed	Total Number of Respondents	Number of Usable Questionnaires	Number not Responding
242	193	189	51

Data Analysis Procedures

The data collected via the questionnaire from the ministers who were engaged in pastoral ministry formed the basis for the analysis of this study. The researcher coded the data which were sent to the Scoring Center at Michigan State University for keypunching. The punched cards, proposal, and a copy of the questionnaire were taken to an employee, of the Office of Research Consultation, who assisted the researcher in writing up the computer programs for the data analysis using the Statistical Package for the Social Sciences (SPSS). After the first program was written by the employee, the researcher was shown how to enter the data into the CDC Cyber 170 model 750 computer for analytical treatment. With further instructions, the researcher entered and ran the programs, the results (computer output) of which were taken back to the employee for assistance in their interpretation.

In order to analyze the demographic characteristics of the ministers responding from the population, frequencies

and percentages were used. And to assess the five selected aspects of administration -- planning, managing, decision making, communicating, and evaluating -- and the first twelve statements of the recommendation section, a five-point rating scale (Likert scale) was used. The following scale was used in the questionnaire:

Selected Aspects of Administration	Lowest Rank		Average	Highest Rank	
Planning (items 10-23)	Very Low	Low	Average	High	Very High
Managing (items 24-32)					
Decision Making (items 33-40)					
Communicating (items 41-46)					
Evaluating (items 47-54)					
	1	2	3	4	5

In order to answer Research Question 1 on which the study was predicated, and which asked the question how Seventh-day Adventist practicing ministers assess their current levels of administrative skills in the five selected areas of administration, the collected data were tabulated and analyzed by frequency, percentage, mean, standard deviation, and rank.

With reference to the five-point rating scale, the skill items with scores in the range of 3.9 to 5.0 are considered to be in the highest-ranking group; those with scores that fall in the range of 3.0 to 3.89 are in the average group; and the items with scores falling in the 1.0 to 2.99 range are considered to be in the lowest group.

The seven hypotheses, which were derived from the second research question were tested with the use of the Multivariate Analysis of Variance (MANOVA). A significance level of 0.05 was set for the rejection or acceptance of the null hypotheses. Descriptive statistics (including the mean, rank order, and overall means) were employed as an addition to compare the ministers' assessments when they were grouped according to the independent variables.

The following are the seven null hypotheses that were tested at the 0.05 level of significance.

1. There will be no difference between how practicing ministers of Regional and State conferences assess their current levels of administrative skills in regard to planning, managing, decision making, communicating, and evaluating.

2. There will be no difference between how Black and Caucasian practicing ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

3. There will be no difference between how unordained and ordained practicing ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

4. There will be no difference between practicing ministers pastoring one church and ministers pastoring two or more churches in how they assess their current levels

of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

5. There will be no difference between practicing ministers with pastorates of less than average church membership (less than 349), and ministers with pastorates of average or above church membership (349 or more) in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

6. There will be no difference between practicing ministers with less than M.Div. degrees and ministers with M.Div. degrees and above in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

7. There will be no difference between practicing ministers who did not complete the minimum church administration requirement (CHMN 527), and ministers who completed the minimum church administration requirement in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating.

In order to answer Research Question 3 that dealt with the perceptions of the practicing ministers with regard to the recommendations presented by the researcher for the improvement of their administrative deficiencies and the church administrative aspect of the ministerial preparation program at Andrews University Theological Seminary, frequency

and percentage counts were employed to present the responses of the ministers. The following is a representation of the five-point scale that was utilized in measuring the ministers' responses:

Recommendations (items 55-56)	Not Recommended		Undecided	Recommended	
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5

For the last two items (67 and 68) in the questionnaire (the open-ended questions), the narrative method was used to record and categorize the ministers' recommendations for the improvement of their administrative deficiencies and that of the church administrative aspect of the ministerial program.

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter is to present the data submitted by the practicing ministers in the investigation, along with the results of the analysis. The findings of the study will be presented in four sections. In the first section, the demographic characteristics with respect to conference, age, ethnic classification, professional classification, years of professional experience, number of churches pastoring, total membership of pastorate, degree, and church administration course CHMN 527, will be presented. Section two deals with the practicing ministers' evaluations of their: planning skills, managing skills, decision-making skills, communicating skills, and evaluating skills, which address Research Question 1. In section three are presented the results of the Multivariate Analysis of Variance (MANOVA) tests performed on the research hypotheses that are derived from Research Question II. The means, rank order, and overall means are employed as descriptive statistics in comparing the ministers' evaluations when grouped according to independent variables. The fourth section deals with the data that answers Research Question 3.

Demographic Characteristics

This section provides a description of the data with regard to conferences, age, race, professional classification, years of professional experience, number of churches pastoring, total membership of pastorate, degree attained, and church administration course taken.

The total number of practicing Seventh-day Adventist ministers responding to the questionnaire was 193, or 79.8 percent of the 242 practicing ministers contacted in the four Seventh-day Adventist conferences. However, only 78.1 percent of the returned questionnaires were in usable condition. The following is the results of the analysis of the first part of the questionnaire.

In the following Table 4.1 is shown the distribution of practicing ministers according to conferences. Thirty-three ministers (17.4 percent) were from the Lake Region Conference, 85 (45.0 percent) from the Michigan Conference, 48 (25.4 percent) from the Northeastern Conference, and 23 (12.2 percent) from the Wisconsin Conference.

With regard to age categories, as shown in Table 4.2, 12 (6.3 percent) of the ministers were between 20-29 years old, 64 (33.9 percent) were 30-39 years old, 47 (24.9 percent) were 40-49 years old, 38 (20.1 percent) were 50-59 years old, and 27 (14.3 percent) were 60 years and older. One (.5 percent) minister did not report his age category.

TABLE 4.1
DISTRIBUTION OF THE MINISTERS
ACCORDING TO CONFERENCES

Conferences	Number	Percentage
Lake Region	33	17.4
Michigan	85	45.0
Northeastern	48	25.4
Wisconsin	23	12.2
Total	189	100.0

TABLE 4.2
DISTRIBUTION OF THE MINISTERS
ACCORDING TO AGE

Age Grouping	Number	Percentage
20-29	12	6.3
30-39	64	33.9
40-49	47	24.9
50-59	38	20.1
60 plus	27	14.3
Not reporting	1	0.5

Table 4.3 presents the distribution of the practicing ministers according to their ethnic classification. As is indicated, 101 (53.4 percent) were Caucasian, 78 (41.3 percent) were Black, 9 (4.8 percent) were Spanish-American, and 1 (.5 percent) was of another ethnic heritage.

TABLE 4.3
DISTRIBUTION OF THE MINISTERS
ACCORDING TO RACE

Race	Number	Percentage
Caucasian	101	53.4
Black	78	41.3
Spanish-American	9	4.8
Other	1	0.5
Total	189	100.0

In Table 4.4 is shown the distribution of practicing ministers according to their professional classification. The table indicates that 11 (5.8 percent) of the practicing ministers were interns, 24 (12.7 percent) were unordained ministers, and 154 (81.5 percent) were ordained ministers.

TABLE 4.4
DISTRIBUTION OF THE MINISTERS
ACCORDING TO PROFESSIONAL CLASSIFICATION

Unordained/ Ordained	Number	Percentage
Intern	11	5.8
Unordained Pastor	24	12.7
Ordained Pastor	154	81.5
Total	189	100.0

The distribution of practicing ministers according to years of professional experience is shown in Table 4.5. There are 40 (21.2 percent) ministers with 1-5 years (and less than 1 year) of professional experience, 38 (20.1 percent) with 6-10 years of experience, 33 (17.5 percent) with 11-15 years of experience, 26 (13.7 percent) with 16-20 years of experience, 14 (7.4 percent) with 21-25 years of experience, 16 (8.5 percent) with 26-30 years of experience, and 22 (11.6 percent) with 31 and more years of professional experience.

TABLE 4.5
DISTRIBUTION OF THE MINISTERS
ACCORDING TO YEARS OF PROFESSIONAL EXPERIENCE

Years of Professional Experience	Number	Percentage
1-5 (less than 1 year)	40	21.2
6-10	38	20.1
11-15	33	17.5
16-20	26	13.7
21-25	14	7.4
26-30	16	8.5
31-and above	22	11.6
Total	189	100.0

Table 4.6 presents the distribution of practicing ministers according to the number of churches in their pastorates. As is shown, 76 (40.2 percent) ministers were assigned to one church each, whereas 84 (44.4 percent) were entrusted with 2 churches, 24 (12.7 percent) were assigned to 3 churches, and 5 (2.7 percent) entrusted with 4 and or more churches.

The following Table 4.7 presents the distribution of practicing ministers according to the number of membership in each pastorate. Since each minister was requested to record the total membership in his pastorate on the questionnaire, the investigator computed the mean membership of the pastorates which was 349, and then placed each minister

TABLE 4.6
DISTRIBUTION OF THE MINISTERS
ACCORDING TO NUMBER OF CHURCHES IN PASTORATE

Number of Churches in Pastorate	Number	Percentage
1	76	40.2
2	84	44.4
3	24	12.7
4 and more	5	2.7
Total	189	100.0

TABLE 4.7
DISTRIBUTION OF THE MINISTERS
ACCORDING TO MEMBERSHIP IN PASTORATE

Average	Number	Percentage
Below Average (less than 349)	131	69.3
Average	1	0.5
Above Average (more than 349)	57	30.2
Total	189	100.0

in his respective category -- below average (less than 349), average (349). There were 131 (69.3 percent) ministers with pastoral districts (pastorates) of less than 349 members, 1 (.5 percent) with 349 members in his pastorate, and 57 (30.2 percent) with memberships of more than 349.

In Table 4.8, practicing ministers are distributed according to their academic degree/s attained. It was discovered that 69 (36.5 percent) of the ministers had obtained either a B.A. or B.Th. degree, 43 (22.8 percent) had M.A. degrees, 63 (33.3 percent) had completed the M.Div. degree, 6 (3.2 percent) had acquired the D.Min. (Doctor of Ministry) degree, 4 (2.1 percent) had obtained the Ph.D. degree, and 3 (1.6 percent) had no degree, while 1 (.5 percent) failed to report on this section of the questionnaire.

TABLE 4.8
DISTRIBUTION OF THE MINISTERS
ACCORDING TO DEGREES

Degrees	Number	Percentage
B.A. or B.Th.	69	36.5
M.A.	43	22.8
M.Div.	63	33.3
D.Min.	6	3.2
Ph.D.	4	2.1
No Degree	3	1.6
Missing Data	1	0.5
Total	189	100.0

The distribution of practicing ministers according to the number of administration courses completed is shown on Table 4.9. The results of the analysis show that 18 (9.5 percent) of the ministers did not attend the Seventh-day Adventist Theological Seminary at Andrews University but had completed 1 course in administration, 16 (8.5 percent) had completed 2 administration courses and did not attend the Theological Seminary, 25 (13.2 percent) did not attend the Seminary and had completed 3 or more courses in administration, while 16 (8.5 percent) neither attended the Seminary nor completed any course in administration. There were 46 (24.4 percent) ministers who attended the Seminary and completed only the required church administrative course, CHMN 527 Church Leadership and Administration; 29 (15.3 percent) of the ministers completed CHMN 527 and other administration courses; while 21 (11.1 percent) ministers completed other administration courses at the exclusion of CHMN 527; and 18 (9.5 percent) ministers completed no administrative course even though they attended Andrews University.

It should be noted that, based upon the analysis of the data presented in Table 4.9, 75 (39.7 percent) of the respondents did not attend the Theological Seminary at Andrews University, while 114 (60.3 percent) attended the Theological Seminary at Andrews University, but only 75 (39.7 percent) completed the required church administrative course CHMN 527. Whether the remaining 39 of the 114 ministers who attended the Seminary while CHMN 527 was required is unknown.

TABLE 4.9
DISTRIBUTION OF THE MINISTERS
ACCORDING TO ADMINISTRATION COURSES COMPLETED

Courses Completed	Number	Percentage
One	18	9.5
Two	16	8.5
Three and more	25	13.2
None	16	8.5
CHMN 527	46	24.4
CHMN 527 and others	29	15.3
Others excluded CHMN 527	21	11.1
None	18	9.5
Total	189	100.0

In summary, 81 (42.8 percent) of the practicing ministers who responded to the questionnaire were employed by two Regional Conferences, while 108 (57.2 percent) of the ministers were employed by two state Conferences; 76 (40.2 percent) of the ministers were below age 40, while 112 (59.3 percent) were age 40 and above; 101 (53.4 percent) were of the Caucasian classification, and 78 (41.3 percent) were Black; 35 (18.5 percent) of the ministers were unordained, while 154 (81.5 percent) were ordained; 111 (58.5 percent) had less than 16 years of professional experience in the ministry, and 78 (41.2 percent) had 16 years and more of professional experience; 76 (40.2 percent) were pastoring

one church each, while 113 (59.8 percent) were pastoring 2 or more churches each; 131 (69.3 percent) of the ministers were in pastorates with less than 349 members, and 58 (30.7 percent) were in pastorates with 349 and more members; 112 (59.3 percent) of the ministers did not attain the basic professional training for the ministry, as is reflected in the possession of the M.Div. degree (they possessed either M.A. or the B.A.), and 73 (38.6 percent) were in possession of the M.Div. degree or above; and 72 (39.7 percent) of the ministers had completed the basic required course in church administration CHMN 527, while 114 (61.3 percent) did not pursue nor complete that course.

Ministers' Evaluation of Their Administrative Skills

The practicing Seventh-day Adventist ministers were asked on the questionnaire, "What Is Your Current Level of Skill In the Following Areas?" The areas included: planning, managing, decision making, communicating and evaluating. The findings are presented in this section.

Research Question I

"How do practicing Seventh-day Adventists ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating?"

To answer this question, the assessment of the 189 practicing ministers relative to the fourteen (14) planning skills, nine (9) managing skills, eight (8) decision-making skills, six (6) communicating skills, and eight (8) evaluating skills, were analyzed and the results are presented in terms of raw scores, percentages, means, standard deviations, and ranked according to means.

Planning Skills. Table 4.10 shows the raw numbers, percentages, means, standard deviations, and ranks of the ministers in regard to planning skills. Table 4.11 shows the assessment scores for fourteen planning skills ranging from a mean of 3.707 to a mean of 2.738.

In Table 4.11, the skills have been categorized into three groups according to their numerical value. None of the planning skills fall into the first group range of 3.9 - 5.0. However, in the second group, thirteen of the fourteen planning skills fall in the 3.0 - 3.89 range, and one in the 1.0 - 2.99 range. The highest ranked skill is "Initiating positive action in the church rather than reacting to actions initiated by others", and 15.9 percent of the ministers rated their level of ability to perform this skill "very high", while 48.1 percent rated "high", 27.5 percent at "average", 6.3 percent "low", and 1.6 percent "very low" (see Table 4.10). It should be noted that 91.5 percent of the responding ministers assessed this skill "average" to "very high". This skill was followed in rank by "Persuading the church (members) to allocated resources for priority goals". 12.2

TABLE 4.10

MINISTERS' ASSESSMENT OF THEIR PLANNING SKILLS

Item No.	Planning Skills	Below Ave.			Ave.			Above Ave.			Mean	S.D.	Rank	
		V. Low N %	Low N %	High N %	N %	N %	V. High N %							
10.	Developing long-range (5 or more years) plans for your church.	23	47	79	32	6	12.2	24.9	41.8	16.9	3.2	2.738	.990	14
11.	Developing short-range (less than 5 years) plans for your church.	3	14	60	91	19	1.6	7.4	31.7	48.1	10.1	3.583	.834	6
12.	Formulating policy statements or guide-lines to operationalize your church plans.	8	42	73	52	14	4.2	22.2	38.6	27.5	7.4	3.116	.977	13
13.	Developing church goals and objectives that based on the mission of the church.	2	12	77	75	21	1.1	6.3	40.7	39.7	11.2	3.540	.818	7
14.	Determining programs and activities that will facilitate the achievement of church goals and objectives.	1	18	72	75	22	0.5	9.5	38.1	39.7	11.6	3.527	.843	8
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	6	23	64	70	24	3.2	12.2	33.9	37.0	12.7	3.44	.973	10
16.	Delegating responsibilities to church members.	0	21	59	75	33	0.0	11.1	31.2	39.7	17.5	3.638	.900	3

TABLE 4.10 (Cont'd.)

Item No.	Planning	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		N	%	N	%	N	%			
17.	Planning for an effective stewardship program in your church.	2	27	81	59	20				
		1.1	14.3	42.9	31.2	10.6		3.360	.892	11
18.	Implementing the stewardship program in such a way as to achieve the planned or desired results.	5	36	83	52	13				
		2.6	19.0	43.9	27.5	6.9		3.169	.907	12
19.	Persuading the church to allocate resources for priority goals.	4	15	47	99	23				
		2.1	7.9	24.9	52.4	12.2		3.649	.874	2
20.	Preparing an adequate financial plan for your church.	4	14	61	80	29				
		2.1	7.4	32.3	42.3	15.3		3.617	.909	4
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3	12	52	91	30				
		1.6	6.3	27.5	48.1	15.9		3.707	.868	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3	5	76	78	21				
		1.6	2.6	40.2	41.3	11.1		3.596	.792	5
23.	Working systematically at attaining church goals and objectives.	3	18	74	74	19				
		1.6	9.5	39.2	39.2	10.1		3.468	.862	9

TABLE 4.11
RANKING OF MINISTERS' ASSESSMENT
OF THEIR PLANNING SKILLS

Level of Assessment	Item No.	Planning	Mean	Rank
3.9 - 5.0 Highest Ranking Group				
3.0 - 3.89 Average Ranking Group	21	Initiating positive action in the church rather than reacting to actions initiated by others.	3.707	1
	19	Persuading the church to allocate resources for priority goals.	3.649	2
	16	Delegating responsibilities to church members.	3.638	3
	20	Preparing an adequate financial plan for your church.	3.617	4
	22	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.596	5
	11	Developing short-range (less than 5 years) plans for your church.	3.583	6
	13	Developing church goals and objectives that are based on the mission of the church.	3.540	7
	14	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.527	8
	23	Working systematically at attaining church goals and objectives.	3.468	9
	15	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.444	10

TABLE 4.11 (Cont'd.)

Level of Assessment	Item No.	Planning	Mean	Rank
3.0 - 3.89 Average Ranking Group	17	Planning for an effective stewardship program in your church.	3.360	11
	18	Implementing the stewardship program in such a way as to achieve the planned or desired results.	3.116	12
	12	Formulating policy statements or guidelines to operationalize your church plans.	3.116	13
1.0 - 2.99 Lowest Ranking Group	10	Developing long-range (5 years or more) plans for your church.	2.738	14

percent of the ministers evaluated their ability on this skill "very high"; 52.4 percent as "high"; 24.9 percent as "average"; 7.9 percent as "low"; and 2.1 percent as "very low".

In the third group, with the range of 1.0 - 2.99, falls the lowest ranked skill which is "Developing long-range (5 or more years) plans for your church" with a mean score of 2.738. Table 4.10 shows that 3.2 percent of the ministers assessed their level of skill to develop long-range plans as "very high"; 16.9 percent as "high"; 41.8 percent as "average"; 24.9 percent as "low"; and 12.2 percent as "very low".

Managing Skills. The raw numbers, percentages, means, standard deviations, and ranks, with regard to the managing

skills, are shown in Table 4.12, and in Table 4.13 are the assessment scores for the same skills ranging from a mean score of 3.825 to a mean of 2.995.

The managing skills have been categorized into three groups according to their evaluative score. The first groups has a range of 3.9 - 5.0, and no skill received a means score high enough to be placed within that range. But in the second group with the range of 3.0 - 3.89 fell eight (8) of the nine managing skills, with the highest ranked skill being "Resolving or reducing conflict among church members." Of the respondents, 19.6 percent evaluated their level of skill in this area as "very high"; 48.1 percent as "high"; 28.6 percent as "average"; 2.6 percent as "low"; and 1.1 percent as "very low". This managing skill was followed in rank by "Implement the planned programs and activities for the achievement of church goals and objectives", which was assessed by 5.3 percent of the ministers as "very high"; 38.1 percent as "high"; 49.7 percent as "average"; 5.8 percent as "low"; and .5 percent as "very low".

In the third group, which is the lowest rank with a range of 1.0 - 2.99, was placed the lowest-ranked skill which is "Managing your time to achieve maximum efficiency in your ministry", and it has a mean score of 2.995. Table 4.12 shows that 4.8 percent of the respondents assessed their level of skill in this area as "very high"; 19.0 percent as "high"; 52.4 percent as "average"; 18.5 percent as "low"; and 5.3 percent as "very low".

TABLE 4.12

MINISTERS' ASSESSMENT OF THEIR MANAGING SKILLS

Item No.	Managing Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		N	%	N	%	N	%			
24.	Developing church members' potential for responsible positions in the church.	4	26	83	57	17		3.305	.897	4
		2.1	13.8	43.9	30.2	9.0				
25.	Influencing church members through the use of different motivational techniques.	7	28	88	59	5		3.154	.848	6
		3.7	14.8	46.6	31.2	3.2				
26.	Influencing positively church members' commitments to responsibilities through home visitation.	7	34	80	62	6		3.138	.876	7
		3.7	18.0	42.3	32.8	3.2				
27.	Implement the planned programs and activities for the achievement of church goals and objectives.	1	11	94	72	10		3.420	.708	2
		0.5	5.8	49.7	38.1	5.3				
28.	Monitoring the progress of church programs and activities without obstructing the process.	3	16	95	67	7		3.314	.747	3
		1.6	8.5	50.3	35.4	3.7				
29.	Criticizing constructively the performance of church members to influence constructive change.	8	33	88	50	9		3.101	.893	8
		4.2	17.5	46.6	26.5	4.8				

TABLE 4.12 (Cont'd.)

Item No.	Managing Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		V. Low N %	Low N %	N %	N %	High N %	V. High N %			
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	4	34	81	55	15				
		2.1	18.0	42.9	29.1	7.9		3.228	.909	5
31.	Resolving or reducing conflict among church members.	2	5	54	91	37				
		1.1	2.6	28.6	48.1	19.6		3.825	.810	1
32	Managing your time to achieve maximum efficiency in your ministry.	10	35	99	36	9				
		5.3	18.5	52.4	19.0	4.8		2.995	.884	9

TABLE 4.13
RANKING OF MINISTERS' ASSESSMENT OF
THEIR MANAGING SKILLS

Level of Assessment	Item No.	Managing Skills	Mean	Rank
3.9 - 5.0 (Highest)				
3.0 - 3.89 (Average)	31	Resolving or reducing conflict among church members.	3.825	1
	27	Implement the planned programs and activities for the achievement of church goals and objectives.	3.420	2
	28	Monitoring the progress of church programs and activities without obstructing the process.	3.314	3
	24	Developing church members' potentials for responsible positions in the church.	3.305	4
	30	Using a variety of leadership and management styles to achieve church goals and objectives.	3.228	5
	25	Influencing church members through the use of different motivational techniques.	3.154	6
	26	Influencing positively church members' commitments to responsibilities through home visitations.	3.138	7
	29	Criticizing constructively the performance of church members to influence constructive change.	3.101	8
1.0 - 2.99 (Lowest)	32	Managing your time to achieve maximum efficiency in your ministry.	2.995	9

Decision-Making Skills. Table 4.14 presents, for each individual skill, the raw numbers, percentages, means, standard deviations, and ranks in reference to the decision-making skills; while Table 4.15 shows the ranking by means which range from a mean of 4.111 to a mean of 3.397. The skills have also been categorized into two groups ranging from 3.9 - 5.0 as the highest ranking group, and 3.0 - 3.89 as the average ranking group. None of the skills mean scores was low enough to create the lowest ranking group of 1.0 - 2.99.

The highest ranking group consists of three decision-making skills on which the great majority of ministers evaluated their skill level as "high" to "very high". "Promoting decisions that are consistent with church policy" was the highest-ranked skill, on which 30.2 percent of the ministers assessed their skill level as "very high"; 51.3 percent as "high"; 18.0 percent as "average"; .5 percent as "low"; and 0.0 percent as "very low". This was followed by "Making decisions that are based on practical values", and "Promoting a variety of opinions in meetings before a decision is made" which were tied with a mean score of 4.011. A great majority of the respondents evaluated their level of skill as "high" and "very high" on both skills. For example, 19.6 percent assessed their skill level as "very high"; 62.4 percent as "high"; 16.4 percent as "average"; and 1.1 percent as "low" on "Making decisions that are based on practical values"; and 22.2 percent as "very

TABLE 4.14

MINISTERS' ASSESSMENT OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-Making Skills	Below Ave.			Ave.			Above Ave.			Mean	S.D.	Rank
		V. Low N	Low %	N	N	%	High N	V. High %	N				
33.	Specifying clearly what is to be accomplished before making a decision.	2	10	5.3	59	31.2	90	47.6	14.3	3.691	.821	3	
34.	Gathering practically all relevant information before a decision is made.	1	11	5.8	65	34.4	86	45.5	13.8	3.661	.807	4	
35.	Promoting a variety of opinions in meetings before a decision is made.	1	1	.5	35	18.5	109	57.7	22.2	4.001	.694	2	
36.	Promoting decisions that are consistent with church policy.	0	1	.5	34	18.0	97	51.3	30.2	4.111	.702	1	
37.	Making decisions that are based on practical values.	0	2	1.1	31	16.4	118	62.4	19.6	4.011	.637	2	
38.	Building (or including) into decisions the steps and procedures to implement them.	1	16	8.5	73	38.6	83	43.9	7.9	3.505	.784	6	

TABLE 4.14 (Cont'd.)

Item No.	Decision-Making Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		N	%	N	%	N	%			
39.	Including feedback periods into church decisions to check their validity and effectiveness.	4		28		63				
		2.1		14.8		33.3		3.397	.960	7
40.	Selecting alternative courses of action to achieve church goals and objectives.	1		21		83				
		0.5		11.1		43.9		3.519	.842	5

TABLE 4.15
RANKING OF MINISTERS' ASSESSMENT OF
THEIR DECISION-MAKING SKILLS

Level of Assessment	Item No.	Decision-Making Skills	Mean	Rank
3.9 - 5.0 Highest Ranking Group	36	Promoting decisions that are consistent with church policy.	4.111	1
	37	Making decisions that are based on practical values.	4.011	2
	35	Promoting a variety of opinions in meetings before a decision is made.	4.011	2
3.0 - 3.89 Average Ranking Group	33	Specifying clearly what is to be accomplished before making a decision.	3.691	3
	34	Gathering practically all relevant information before a decision is made.	3.661	4
	40	Selecting alternative courses of action to achieve church goals and objectives.	3.519	5
	38	Building (or including) into decisions the steps and procedures to implement them.	3.505	6
	39	Including feedback periods into church decisions to check their validity and effectiveness.	3.397	7

high"; 57.7 percent as "high"; 18.5 percent as "average"; .5 percent as "low"; and .5 percent as "very low" on "Promoting a variety of opinions in meetings before a decision is made."

In the second group, which is categorized as "average ranking" with a range of 3.0 - 3.89, fall all the remaining decision-making skills. The lowest-ranked skill is "Including feedback periods into church decisions to check their validity and effectiveness", on which 12.7 percent of the respondents evaluated their level of skill as "very high", 33.3 percent as "high"; 37.0 percent as "average"; 14.8 percent as "low"; and 2.1 percent as "very low".

Communicating Skills. Presented in Table 4.16 are the communicating skills, the number of ministers responding to each skill, percentages, means, standard deviations, and ranks. Table 4.17 shows the ranking by means which range from a mean score of 3.887 to a mean of 3.280. The skills have also been categorized by mean scores and are grouped into three ranges of 3.9 - 5.0, 3.0 - 3.89, and 1.0 - 2.99. However, all the communicating skills fall into the 3.0 - 3.89 category which is known as the "average ranking group."

The highest-ranked skill is "Building trustworthy or confidential relationships with and among church members", on which 19.6 percent of the respondents assessed their level of skill as "very high"; 51.9 percent as "high"; 23.3 percent as "average"; and 3.7 percent as "low". The second

TABLE 4.16

MINISTERS' ASSESSMENT OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		N	%	N	%	N	%			
41.	Managing the flow of communication in your church.	4	24	88	61	12				
		2.1	12.7	46.6	32.2	6.3		3.280	.845	6
42.	Recognizing communication distortion in your church.	0	10	82	75	22				
		0.0	5.3	43.4	39.7	11.6		3.577	.765	3
43.	Influencing positively church members' support for established church programs and activities through communication.	2	8	79	82	17				
		1.1	4.2	41.8	43.4	9.0		3.553	.762	4
44.	Facilitating interpersonal communication among church members.	0	20	86	68	14				
		0.0	10.6	45.5	36.0	7.4		3.404	.778	5
45.	Building trustworthy or confidential relationships with and among church members.	0	7	44	98	37				
		0.0	3.7	23.3	51.9	19.6		3.887	.759	1
46.	Evaluating your own communication by noting the comprehension of it by others.	1	10	70	82	24				
		0.5	5.3	37.0	43.4	12.7		3.631	.795	2

TABLE 4.17
RANKING OF MINISTERS' ASSESSMENT OF
THEIR COMMUNICATING SKILLS

Level of Assessment	Item No.	Communicating Skills	Mean	Rank
3.9 - 5.0 Highest Ranking Group				
3.0 - 3.89 Average Ranking Group	45	Building trustworthy or confidential relationships with and among church members.	3.887	1
	46	Evaluating your own communication by noting the comprehension of it by others.	3.631	2
	42	Recognizing communication distortion in your church.	3.577	3
	43	Influencing positively church members' support for established church programs and activities through communication.	3.553	4
	44	Facilitating interpersonal communication among church members.	3.404	5
	41	Managing the flow of communication in your church.	3.280	6
1.0 - 2.99 Lowest Ranking Group				

highest-ranked skill is "Evaluating your own communication by noting the comprehension of it by others," and 12.7 percent of the respondents evaluated their level of skill in this area as "very high"; 43.4 percent as "high"; 37.0 percent as "average"; 5.3 percent as "low"; and .5 percent as "very low".

Although none of the skills mean score was low enough to fall into the 1.0 - 2.99 range, or the "lowest ranking group", the skill that ranked the lowest was "Managing the flowing of communication in your church", which had a mean score of 3.280. On this communicating skill, 6.3 percent of the respondents rated their level of skill as "very high"; 32.3 percent as "high"; 46.6 percent as "average"; 12.7 percent as "low"; and 2.1 percent as "very low".

Evaluating Skills. For each evaluating skill in Table 4.18 is presented the raw numbers of respondents, percentages, means, standard deviations, and ranks; while Table 4.19 shows the ranking by means which range from a mean of 3.852 to a mean of 2.840. The skills are grouped into two categories, the first ranging from 3.0 - 3.89, and the second from 1.0 - 2.99. No evaluating skill received a mean score high enough for the highest ranking group with the range of 3.9 - 5.0.

However, the evaluating skill receiving the highest mean score of 3.852 was "Determining the needs of your church". 20.1 percent of the respondents assessed their level of skill in this area as "very high"; 48.1 percent

TABLE 4.18
MINISTERS' ASSESSMENT OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		N	%	N	%	N	%			
47.	Determining the needs of your church.	1	4	55	91	38				
		0.5	2.1	29.1	48.1	20.1		3.852	.778	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	11	43	75	50	9				
		5.8	22.8	39.7	26.5	4.8		3.016	.962	5
49.	Developing a survey to determine community needs.	14	58	71	34	11				
		7.4	30.7	37.6	18.0	5.8		2.840	1.001	8
50.	Interpreting information (data) collected from surveys.	12	45	81	44	7				
		6.3	23.8	42.9	23.3	3.7		2.942	.935	6
51.	Determining objectives to meet the needs identified.	10	32	76	62	8				
		5.3	16.9	40.2	32.8	4.2		3.138	.932	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	2	32	85	59	9				
		1.1	16.9	45.0	31.2	4.8		3.219	.823	2

TABLE 4.18 (Cont'd.)

Item No.	Evaluating Skills	Below Ave.		Ave.		Above Ave.		Mean	S.D.	Rank
		V. Low N	Low %	N	%	High N	V. High %			
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment and taking positive action when their is disharmony.	7	40	83	53	5				
		3.7	21.2	43.9	28.0	2.6		3.048	.867	4
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	9	50	95	32	3				
		4.8	26.5	50.3	16.9	1.6		2.841	.816	7

TABLE 4.19
RANKING OF MINISTERS' ASSESSMENT
OF THEIR EVALUATING SKILLS

Level of Assessment	Item No.	Evaluating Skills	Mean	Rank
3.9 - 5.0 Highest Ranking Group				
3.0 - 3.89 Average Ranking Group	47	Determining the needs of your church.	3.852	1
	52	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.219	2
	51	Determining objectives to meet the needs identified.	3.138	3
	53	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.048	4
	48	Using appropriate sampling procedures in assessing church members' views or opinions.	3.016	5
1.0 - 2.99 Lowest Ranking Group	50	Interpreting information (data) collected from surveys.	2.942	6
	54	Monitoring and appraising all the processes involved in the evaluation of your church and community.	2.841	7
	49	Developing a survey to determine community needs.	2.840	8

as "high"; 29.1 percent as "average"; 2.1 percent as "low"; and .5 percent as "very low". It is clearly seen that a majority of the respondents rated their level of skill between "high" and "very high"; and an overwhelming majority (97.3 percent) evaluated their skill between "average" and "very high". Following this skill, in terms of rank with a mean score of 3.219, was "Assessing the effectiveness of church programs at appropriate stages, or at their completion." It ranked second highest, and 4.8 percent of the respondents assessed their skill level in this area as "very high"; 31.2 percent as "high"; 45.0 percent as "average"; 16.9 percent as "low"; and 1.1 percent as "very low".

In the second group (lowest ranking group with a range of 1.0 - 2.99) , fell three skills with respective mean scores of 2.942, 2.841, and 2.840. The skill that ranked the lowest with a mean score of 2.840 was "Developing a survey to determine community needs", and 5.8 percent of the respondents evaluated their level of skill in this area as "very high"; 18.0 percent as "high"; 37.6 percent as "average"; 30.7 percent as "low"; and 7.4 percent as "very low".

In Summary. The administrative skills in the five selected areas that are related to the first research question provided the following results: A general glance at the results of the analysis of the practicing Seventh-day Adventist ministers' evaluation of the level of their administrative skills in regard to the forty-five (45) skills

on the questionnaire reveals that the respondents rated their level of skill highly on three of the decision-making variables (see Table 4.15), with one communicating variable (no. 45 on questionnaire) following closely with a mean score of 3.887 (See Table 4.17). In contrast, the respondents evaluated their level of skills low on five of the forty-five (45) skills (1 planning skill, 1 managing, and 3 evaluating), with two other evaluating skills on borderline (see Tables 4.11, 4.13, 4.19). The category on group of skills in which the respondents are most competent is the area of decision making, while they appear to be least competent in the evaluating skills.

Research Question II and Test of the Hypotheses

This section presents the results of the testing of the research hypotheses which were derived from the second research question. Multivariate Analysis (MANOVA) was utilized in the analysis of the data gathered via the questionnaire. In order to accept or reject the null hypotheses, a significance level of 0.05 was set. In addition, the means, rank order, and overall means were employed as descriptive statistics to compare the practicing ministers' assessments when grouped according to the independent variables.

Hypothesis 1

"There will be no difference between how practicing ministers of Regional and State conferences assess their current levels of administrative skills with respect to planning, managing, decision making, communicating and evaluating."

MANOVA statistics were used to test this hypothesis. The Multivariate Wilks F-test was 8.21655, which is significant at the 0.05 level ($P = 0$). Hence Hypothesis I is rejected.

Table 4.20 presents the results of the Univariate F-tests (with 1.187 degrees of freedom) in order to identify the significant difference between "Regional and State conference ministers' assessment on the five aspects of the administrative skills." The results indicate that there is a conference effect on how the respondents assessed their level of skills in the five areas. The F-tests were significant at the 0.05 level ($P = 0$, $P = 0$, $P = 0.000006$, $P = 0.00002$, and $P = 0$ respectively).

Table 4.21 presents the rank order based upon the means for each of the fourteen planning skills as was evaluated by the ministers of Regional and State conferences as the level of their skills. Regional conference ministers ranked four planning skills (items 16, 21, 15, and 19) as highest, while the remaining ten skills were ranked as average (items 13, 14, 22, 10, 11, 17, 12, 18 and 10).

TABLE 4.20
UNIVARIATE F-TEST FOR MEAN ASSESSMENTS
ACCORDING TO REGIONAL AND STATE CONFERENCES
WITH 1.187 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	10.22528	0.30596	33.42061	0*
Managing	7.48976	0.25653	29.19645	0*
Decision-making	5.98424	0.27977	21.39010	0.000006134*
Communicating	6.26133	0.33150	18.86512	0.000002213*
Evaluating	11.21704	0.39610	28.31904	0*

*Significant at the 0.05 level

Although none of the skills ranked below average, "Developing long-range (5 or more years) plans for your church" was ranked last with a mean score of 3.050. The State conference ministers ranked no planning skill in the highest category, but thirteen of the fourteen were ranked as average, and (item 10) "Developing long-range (5 or more years) plans for your church" as below average. When comparing the mean score for each planning skill, with the exception of item 22, Regional conference ministers have rated their skills higher than State conference ministers. It is also clear on Table 4.21, that items 10 and 23 were ranked 8 and 13 by the respondents of both conferences.

TABLE 4.21
 MEANS RANK ORDER, AND OVERALL MEANS OF REGIONAL AND
 STATE CONFERENCES MINISTERS' ASSESSMENT
 OF THEIR PLANNING SKILLS

Item No.	Planning Skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
10.	Developing long-range (5 or more years) plans for your church.	3.0506	13	2.5093	13
11.	Developing short-range (less than 5 years) plans for your church.	3.7848	9	3.4352	3
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.4691	11	2.8519	12
13.	Developing church goals and objectives that are based on the mission of the church.	3.8987	5	3.2778	6
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.85	7	3.287	5
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.9494	3	3.0741	10
16.	Delegating responsibilities to church members.	4.1375	1	3.2685	7
17.	Planning for an effective Stewardship program in your church.	3.5926	10	3.1852	9
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.3210	12	3.0556	11
19.	Persuading the church to allocate resources for priority goals.	3.9375	4	3.4352	3
20.	Preparing an adequate financial plan for your church.	3.8125	8	3.4722	2

TABLE 4.21 (Cont'd.)

Item No.	Planning Skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.9875	2	3.5	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.88	6	3.3981	4
23.	Working systematically at attaining church goals and objectives.	3.8125	8	3.2130	8
OVERALL MEANS		3.682		3.212	

In comparing the overall means for the planning skills, it can be seen that Regional conference practicing ministers evaluated their level of skills more highly than did those of the State conferences. There was a significant difference between Regional and State conference ministers in their evaluation of the levels of skills in the area of planning.

Table 4.22 shows the rank order that is based upon the mean score for each nine (9) managing skills, and which was the result of the evaluation done by Regional and State conferences' ministers on their managing skills. Regional conference ministers ranked one managing skill (item 31) highly (above average), and eight (items 24-30, and 32) skills as average. No managing skill was ranked below

TABLE 4.22
 MEANS, RANK ORDER, AND OVERALL MEANS OF REGIONAL AND
 STATE CONFERENCES MINISTERS' ASSESSMENT
 OF THEIR MANAGING SKILLS

Item No.	Managing Skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
24.	Developing church members' potentials for responsible positions in the church.	3.5316	4	3.1389	4
25.	Influencing church members through the use of different motivational techniques.	3.5250	5	2.8796	7
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.2593	9	3.0463	5
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.55	3	3.3241	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.5125	6	3.1667	3
29.	Criticizing constructively the performance of church members to influence constructive change.	3.45	7	2.8426	8
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.6049	2	2.9444	6
31.	Resolving or reducing conflict among church members.	4.0	1	3.6944	1
32.	Managing your time to achieve maximum efficiency in your ministry.	3.2716	8	2.787	9
OVERALL MEANS		3.493		3.211	

average, but of all the managing skills, item 26, "Influencing positively church members' commitment to responsibilities through home visitation", was ranked ninth or last. On the other hand, State conference practicing ministers ranked no managing skill above average; whereas five (items 31, 27, 28, 24, and 26) skills were ranked as average; and four (items 30, 25, 29, and 32) of the managing skills were ranked below average. It is interesting to note that items 31 and 24 were ranked 1 and 4 respectively by ministers from Regional and State conferences with the number one ranked being "Resolving or reducing conflict among church members."

A comparison of the overall means of both Regional and State conferences ministers' evaluation of the level of their skills in the managing area reveal that respondents of the State conferences assessed their managing skills lower or more negatively than ministers in the Regional conferences. From an overall perspective, there was a significant difference between Regional and State conferences ministers' evaluation of the levels of their managing skills.

Table 4.23 is a presentation of the rank order of the eight (8) decision-making skills based on the mean score for each individual skill. Ministers from the Regional conferences ranked four of their decision-making skills (items 36, 37, 35, and 33) highly (above average), with "Promoting decisions that are consistent with church policy" being ranked number one, and four (items 34, 40, 38, and

TABLE 4.23
MEANS, RANK ORDER, AND OVERALL MEANS OF REGIONAL AND
STATE CONFERENCES MINISTERS' ASSESSMENT
OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-making skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
33.	Specifying clearly what is to be accomplished before making a decision.	3.95	4	3.5	5
34.	Gathering practically all relevant information before a decision is made.	3.8519	5	3.5185	4
35.	Promoting a variety of opinions in meetings before a decision is made.	4.0106	3	3.8981	3
36.	Promoting decisions that are consistent with church policy.	4.2222	1	4.0278	1
37.	Making decisions that are based on practical values.	4.1	2	3.9444	2
38.	Building (or including) into decisions the steps and procedures to implement them.	3.8125	7	3.2778	7
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.7407	8	3.1389	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.8272	6	3.2870	6
OVERALL MEANS		3.934		3.574	

39) as average. No decision-making skill is ranked below average, but the one that is last in ranking with a mean score of 3.740 is "Including feedback periods into church decisions to check their validity and effectiveness." The State conferences ministers' evaluation of their decision-making skills showed two skills (items 36 and 37) being ranked highly (above average), with the number one ranked skill being "Promoting decisions that are consistent with church policy." The remaining six skills (items 35, 34, 40, 38 and 39) were ranked as average. Although no decision-making skill was ranked below average for the State conferences ministers, the skill that is ranked last (8th) with a mean score of 3.138 is "Including feedback periods into church decisions to check their validity and effectiveness", the identical one with the same ranking as that of the Regional conferences' respondents.

It is of interest to note that even though the individual mean score for each decision-making skill was ranked higher by the respondents of the Regional conferences, six of the eight skills (items 36, 37, 35, 40, 38, and 39) have comparatively identical ranking, inclusive are the number 1 and 8 (last) ranked skills. When a comparison of the overall means is made, it is seen that ministers from the Regional conferences have evaluated their levels of decision-making skills higher than the ministers from the State conferences, and that there was a significant difference between ministers of Regional and State conference in how they assess those skills.

Presented in Table 4.24 is a comparison of the mean scores and rank for each of the six (6) communicating skills for the respondents from both Regional and State conferences, as a result of their assessments of their levels of skills in this area. One communicating skill (item 45) was ranked highly by the ministers from the Regional conferences. It is "Building trustworthy or confidential relationships with and among church members", and has a mean score of 4.038. The other five communicating skills were ranked as average, with "Managing the flow of communication in your church" as the number six or last ranked skill with a mean score of 3.4815. On the other hand, no communicating skill was ranked highly as a result of the evaluation performed by ministers of the State conferences; all the skills (items 41 - 46) were ranked as average; but the number one ranked skill is "Building trustworthy or confidential relationship with and among church members"; and the skill which is ranked sixth or last is "Managing the flow of communication in your church." No communicating skill was ranked below average.

It is worth noting that each communicating skill item mean score for respondents from the Regional conference was higher than the mean score of each skill item of ministers from the state conferences. However, each skill was identically ranked by the respondents of both Regional and State conferences. A comparative view of both overall means

TABLE 4.24
 MEANS, RANK ORDER, AND OVERALL MEANS OF REGIONAL AND
 STATE CONFERENCES MINISTERS' ASSESSMENT
 OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
41.	Managing the flow of communication in your church.	3.4815	6	3.1296	6
42.	Recognizing communication distortion in your church.	3.8148	3	3.3981	3
43.	Influencing positively church members' support for established church programs and activities through communication.	3.7654	4	3.3925	4
44.	Facilitating interpersonal communication among church members.	3.5802	5	3.2710	5
45.	Building trustworthy or confidential relationship with and among church members.	4.0380	1	3.7757	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.8765	2	3.4434	2
OVERALL MEANS		3.7428		3.375	

reveals that ministers of the Regional conferences significantly assessed their level of communicating skills higher than those of the State conferences.

Table 4.25 shows the rank order of the eight evaluating skills based on the mean score for each skill. Respondents from the Regional conferences ranked one skill (item 47) highly, and it is, "Determining the needs of your church." The other seven skills were ranked as average, with "Interpreting information (data) collected from surveys" and "Monitoring and appraising all the processes involved in the evaluation of your church and community" (items 50 and 54 respectively) ranking sixth or last. Ministers from the State conferences, on the other hand, did not accumulate a mean score high enough on any of the skill items to be ranked highly. Of the eight evaluating skills, two are ranked as average (items 47 and 52), the number one ranked being "Determining the needs of your church" with a mean score of 3.620, and the other six (items 51, 48, 50, 53, 49, and 54) ranking below average. "Monitoring and appraising all the processes involved in the evaluation of your church and community" was ranked eight or last with a mean score of 2.601. There are more skills in this category that are ranked below average by one group of ministers than in any other category of skills.

When comparing the ranking of the skills, it was discovered that two evaluating skills (items 47 and 52) were ranked identically (1 and 2 respectively) by both

TABLE 4.25
MEANS, RANK ORDER, AND OVERALL MEANS OF REGIONAL AND
STATE CONFERENCES MINISTERS' ASSESSMENT
OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	Regional		State	
		Mean	Rank	Mean	Rank
		N = 81		N = 108	
47.	Determining the needs of your church.	4.1605	1	3.6204	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.2375	5	2.8519	4
49.	Developing a survey to determine community needs.	3.2375	5	2.5463	7
50.	Interpreting information (data) collected from surveys.	3.1605	6	2.7778	5
51.	Determining objectives to meet the needs identified.	3.3580	4	2.9720	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.5063	2	3.0093	2
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.4375	3	2.7593	6
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	3.1605	6	2.6019	8
OVERALL MEANS		3.381		2.888	

Regional and State conferences' respondents. A comparison of the overall means revealed that ministers from the Regional conferences evaluated their level of evaluating skills significantly higher than did ministers from the State conferences.

In summary, there is a significant difference shown in the five administrative skill categories between how practicing ministers from both Regional and State conferences evaluated the level of their administrative skills through the use of MANOVA statistics. As a result of this finding, Hypothesis 1 is rejected.

Hypothesis 2

"There will be no difference between how Caucasian and Black practicing ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating."

The hypothesis was tested through the use of MANOVA statistics. The multivariate Wilks F-test was 8.14947, which is significant at the 0.05 level ($P = 0$). Consequently, Hypothesis 2 is rejected.

Table 4.26 presents the findings of the Univariate F-tests (with 1.177 degrees of freedom) in order to identify the significant difference between Black and Caucasian ministers' evaluation of the five categories of administrative skills. The F-tests were significant at the 0.05 level ($P = 0$, $P = 0$, $P = 0.000007$, $P = 0.00008$, and $P = 0$ respectively).

TABLE 4.26
UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO
BLACK AND CAUCASIAN MINISTERS
WITH 1.177 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	10.96014	0.31236	35.08700	0*
Managing	7.87932	0.25739	30.61190	0*
Decision-making	6.09464	0.28831	21.13910	0.000007259*
Communicating	5.26515	0.32431	16.23488	0.0000821*
Evaluating	10.49892	0.38737	27.10282	0*

*Significant at the 0.05 level

The results indicate that there is a race effect on how the respondents assessed their level of administrative skills.

In Table 4.27 are presented the results for planning skills in terms of means, rank order, and overall means of the ministers' assessment of the fourteen planning items. Black ministers evaluated two skills (items 16 and 21) highly, with "Delegating responsibilities to church members" as the highest ranked with a mean score of 4.142. The twelve remaining skills are ranked in the average category, but "Developing long-range (5 or more years) plans for your church" was ranked fourteen or last among the planning skills with a mean score of 3.052. The Caucasian ministers did not rank any of the skills highly; twelve were ranked as average,

TABLE 4.27

MEANS, RANK ORDER, AND OVERALL MEANS OF BLACK AND
CAUCASIAN MINISTERS ON THEIR ASSESSMENT
OF THEIR PLANNING SKILLS

Item No.	Planning Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
10.	Developing long-range (5 or more years) plans for your church.	3.0526	14	2.4851	13
11.	Developing short-range (less than 5 years) plans for your church.	3.8158	9	3.4455	2
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.5128	12	2.8317	12
13.	Developing church goals and objectives that are based on the mission of the church.	3.9079	5	3.2574	6
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.8571	7	3.2673	5
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.9474	4	3.0495	10
16.	Delegating responsibilities to church members.	4.1429	1	3.2277	7
17.	Planning for an effective Stewardship program in your church.	3.6026	11	3.1782	8
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.3205	13	3.0396	11
19.	Persuading the church to allocate resources for priority goals.	3.9481	3	3.4158	3

TABLE 4.27 (Cont'd.)

Item No.	Planning Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
20.	Preparing an adequate financial plan for your church.	3.8442	8	3.4455	3
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	4.0130	2	3.4950	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.8889	6	3.3861	4
23.	Working systematically at attaining church goals and objectives.	3.8052	10	3.1683	9
OVERALL MEANS		3.6913		3.1923	

with "Initiating positive action in the church rather than reacting to actions initiated by others" being ranked number one; and two skills (items 12 and 10) ranked below average with "developing long-range (5 or more years) plans for your church" ranking last.

The Black ministers assessed the levels of their planning skills on all fourteen items higher than did the Caucasian ministers. Two skills (items 19 and 12) had identical ranking (3 and 12 respectively) with item 10 (although it is ranked 13 and 14 by Caucasian and Black ministers respectively) ranking last. A comparison of the overall means indicates that Black ministers evaluated their level

of planning skills significantly higher than did the Caucasian ministers.

Presented in Table 4.28 are the mean scores and rank for the nine managing skills as were assessed by Black and Caucasian ministers. Black ministers' evaluation of their skills on all the managing items resulted in all the skills having a mean score range of 3.974 - 3.256, all items being ranked as average, with "Resolving or reducing conflict among church members" as the number one ranked skill (item 31) with a mean score of 3.974, while "influencing positively church members' commitments to responsibilities through home visitation" as eighth ranked or last among the skills. On the other hand, Caucasian ministers ranked five skills (items 31, 27, 28, 24, and 26) as average, with "Resolving or reducing conflict among church members" being ranked number one with a mean score of 3.683 and the remaining four managing skills (items 30, 25, 29, and 32) are ranked low or below average. For Caucasian ministers, "Managing your time to achieve maximum efficiency in your ministry" was ranked ninth or last with a mean score of 2.762.

All the managing skills were evaluated higher by Black ministers than by the Caucasian respondents. One skill (item 31) was ranked number one by both Black and Caucasian ministers, and a comparison of the overall means reveals that Black ministers significantly assessed their levels of managing skills higher than the Caucasian ministers.

TABLE 4.28
MEANS, RANK ORDER, AND OVERALL MEANS OF BLACK AND
CAUCASIAN MINISTERS ON THEIR ASSESSMENT
OF THEIR MANAGING SKILLS

Item No.	Managing Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
24.	Developing church members' potentials for responsible positions in the church.	3.4935	5	3.1188	4
25.	Influencing church members through the use of different motivational techniques.	3.5325	3	2.8713	7
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.2564	8	3.0198	5
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.5325	3	3.3069	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.5195	4	3.1782	3
29.	Criticizing constructively the performance of church members to influence constructive change.	3.4615	6	2.7921	8
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.6026	2	2.9208	6
31.	Resolving or reducing conflict among church members.	3.9744	1	3.6832	1
32.	Managing your time to achieve maximum efficiency in your ministry.	3.2692	7	2.7624	9
OVERALL MEANS		3.4957		3.0726	

Table 4.29 shows the means, rank and overall means for the eight decision-making items as were evaluated by both Black and Caucasian ministers as a reflection of the levels of their managing skills. Black respondents assessed their level of skills on four of the items highly (items 36, 33, 37, and 33), "Promoting decisions that are consistent with church policy" being ranked number one with a mean score of 4.243, and the other four (items 34, 40, 38, and 39) as average ranking. Caucasian ministers on the other hand, ranked three items (numbers 36, 37 and 35) highly, with their number one ranked skill being "Promoting decisions that are consistent with church policy" which had a mean score of 4.029. The remaining skills (item 34, 33, 38, 40, and 39) were ranked as average. Although no decision-making skill was ranked below average for either Black or Caucasian ministers, the item that both groups of respondents ranked eighth or last is "Including feedback periods into church decisions to check their validity and effectiveness" with a mean score of 3.743 and 3.158 respectively.

A comparative view of each decision-making skill mean score reveals that Black ministers evaluated their level of skills higher than did the Caucasian respondents. When the overall means for both groups of ministers are examined, the discovery was that Black respondents assessed their levels of decision-making skills significantly higher than did Caucasian ministers.

TABLE 4.29
 MEANS, RANK ORDER, AND OVERALL MEANS OF BLACK AND
 CAUCASIAN MINISTERS ON THEIR ASSESSMENT
 OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-Making Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
33.	Specifying clearly what is to be accomplished before making a decision.	3.9740	4	3.4851	5
34.	Gathering practically all relevant information before a decision is made.	3.8718	5	3.505	4
35.	Promoting a variety of opinions in meetings before a decision is made.	4.1818	2	3.9109	3
36.	Promoting decisions that are consistent with church policy.	4.2436	1	4.0297	1
37.	Making decisions that are based on practical values.	4.0909	3	3.9505	2
38.	Building (or including) into decisions the steps and procedures to implement them.	3.8182	7	3.2772	6
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.7436	8	3.1584	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.8333	6	3.2574	7
OVERALL MEANS		3.9439		3.5717	

In reference to the six communicating skills, Table 4.30 presents the mean and rank order for each item, and the overall means of the assessments of the levels of both Black and Caucasian ministers. The Black respondents ranked one skill (item 45), "Building trustworthy or confidential relationships with and among members", highly (and highest). The same skill was ranked number one (highest) by Caucasian respondents but in the average category. All the remaining skills (items 46, 42, 43, 44, and 41) were ranked as average by Black ministers. On the other side, Caucasian respondents ranked all six communicating skills as average, with the number sixth (item 41) ranked skill being "Managing the flow of communication in your church" with a mean score of 3.108. This skill was given the same ranking by the Black ministers but with a mean score of 3.435.

When the communicating skills mean scores for Black and Caucasian ministers are compared, Black respondents have assessed their skills higher than did their counterparts. It should be noted also that comparatively, Black and Caucasian ministers gave incidental ranking to each of the skills. From an overall perspective, there was a significant difference between Black and Caucasian respondents' evaluation of the levels of their communicating skills.

Regarding the evaluating skills as were assessed by Black and Caucasian ministers, Table 4.31 shows the mean and rank for each skill item, together with the overall means. Black ministers assessed one skill (item 47) as

TABLE 4.30

MEANS, RANK ORDER, AND OVERALL MEANS OF BLACK AND
CAUCASIAN MINISTERS ON THEIR ASSESSMENT
OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
41.	Managing the flow of communication in your church.	3.4359	6	3.1089	6
42.	Recognizing communication distortion in your church.	3.7821	3	3.4158	3
43.	Influencing positively church members' support for established church programs and activities through communication.	3.7308	4	3.38	4
44.	Facilitating interpersonal communication among church members.	3.5385	5	3.23	5
45.	Building trustworthy or confidential relationships with and among church members.	4.0132	1	3.76	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.8462	2	3.4444	2
OVERALL MEANS		3.7072		3.3613	

TABLE 4.31
 MEANS, RANK ORDER, AND OVERALL MEANS OF BLACK AND
 CAUCASIAN MINISTERS ON THEIR ASSESSMENT
 OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	Black		Caucasian	
		Mean	Rank	Mean	Rank
		N = 78		N = 101	
47.	Determining the needs of your church.	4.1538	1	3.6040	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.2078	5	2.8317	4
49.	Developing a survey to determine community needs.	3.2078	5	2.5347	8
50.	Interpreting information (data) collected from surveys.	3.1538	6	2.7921	5
51.	Determining objectives to meet the needs identified.	3.3333	4	2.97	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.5	2	2.9901	2
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.4156	3	2.7129	6
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	3.1410	7	2.5842	7
OVERALL MEANS		3.3621		2.8737	

high, and highest in terms of rank. This skill is "Determining the needs of your church", and it has a mean score of 4.153. Although it is not ranked high by Caucasian ministers, it is the highest ranked in that group of skills. Caucasians respondents ranked two skills (items 47 and 52) as average, and the remaining skills (items 51, 48, 50, 53, 54, and 49) as low or below average. Items 54 and 49 were ranked lowest for Black and Caucasian ministers respectively.

A comparative examination of each skill mean score indicates that Black ministers assessed their levels of skills higher than did Caucasian ministers. Three skills (items 47, 52, and 54) were ranked identically, and the overall means reveal that there was a significant difference between Black and Caucasian ministers on their assessments of the levels of their evaluating skills.

Hypothesis 3

"There will be no difference between how unordained and ordained ministers assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating."

To test this hypothesis, MANOVA statistics were utilized. The Multivariate Wilks F-test was 1.77087, which is not significant at the 0.05 level ($P = 0.121$). The hypothesis was therefore not rejected.

Table 4.32 presents the Univariate F-tests (with 1.187 degrees of freedom) which was performed to determine whether there was any significant difference between unordained and ordained ministers in how they assessed their levels of administrative skills in the five selected aspects of administration. The results indicate that there is no ordination effect on the evaluations of the planning, managing, decision-making, communicating, or evaluating skills. The F-tests were not significant at the 0.05 level ($P = 0.904$, $P = 0.472$, $P = 0.648$, $P = 0.107$, and $P = 0.135$, respectively).

TABLE 4.32
UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO
UNORDAINED AND ORDAINED MINISTERS
WITH 1.187 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	0.00523	0.36061	0.01451	0.904
Managing	0.15385	0.29576	0.52018	0.472
Decision-Making	0.06496	0.31142	0.20860	0.648
Communicating	0.94501	0.36033	2.62262	0.107
Evaluating	1.01479	0.45065	2.25183	0.135

Presented in Table 4.33 are the means, rank order, and overall means of the fourteen planning skills as were evaluated by unordained and ordained practicing ministers. Unordained ministers did not rank any of the planning highly (above average), but twelve of the fourteen skills (items 11-17, and 19-23) were ranked as average, with "Delegating responsibilities to church members" being ranked number one with a mean score of 3.8; and the remaining two skills (items 10 and 18) as low or below average. The ordained ministers also did not rank any skill above average, but thirteen of the fourteen planning skills were ranked as average (items 11-23) with "Initiating positive action in the church rather than reacting to actions initiated by others" as ranked number one with a mean score of 3.7013; and one skill (item 10) as ranked below average. Both unordained and ordained ministers ranked "Developing long-range (5 or more years) plans for your church" 13th and 14th respectively (last in each case). One planning skill (item 18) received identical ranking.

When the overall means of the fourteen planning skills for both unordained and ordained ministers are comparatively viewed, the revelation is that neither the unordained nor ordained respondents evaluated their levels of planning skills significantly higher than the other.

Regarding the nine managing skills, Table 4.34 shows the mean and rank order for each item, together with the

TABLE 4.33
 MEANS, RANK ORDER, AND OVERALL MEANS OF UNORDAINED AND
 ORDAINED MINISTERS' ASSESSMENT OF THEIR
 PLANNING SKILLS

Item No.	Planning Skills	Unordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
10.	Developing long-range (5 or more years) plans for your church.	2.6857	13	2.75	14
11.	Developing short-range (less than 5 years) plans for your church.	3.7429	2	3.5461	6
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.0857	11	3.1234	13
13.	Developing church goals and objectives that are based on the mission of the church.	3.6857	4	3.5066	7
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.6286	5	3.5033	8
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.5429	6	3.4211	10
16.	Delegating responsibilities to church members.	3.8	1	3.6013	5
17.	Planning for an effective Stewardship program in your church.	3.2286	10	3.3896	11
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	2.9429	12	3.2208	12
19.	Persuading the church to allocate resources for priority goals.	3.6857	4	3.6405	3
20.	Preparing an adequate financial plan for your church.	3.3824	9	3.6688	2

TABLE 4.33 (Cont'd.)

Item No.	Planning Skills	Unordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.7353	3	3.7013	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.4242	8	3.6333	4
23.	Working systematically at attaining church goals and objectives.	3.4571	7	3.4706	9
OVERALL MEANS		3.4020		3.4155	

overall means for both unordained and ordained ministers. No skill item was ranked above average for both unordained and ordained ministers, but eight of the nine (items 24-31) for the unordained, and all nine for the ordained were ranked as average; while one (item 32) was ranked below average for unordained ministers. Both groups of ministers ranked five skills (items 31, 28, 25, 26 and 32) identically, with the number one ranked being "Resolving or reducing conflict among church members", and the ninth (last) ranked being (item 32) "Managing your time to achieve maximum efficiency in your ministry."

A comparison of the overall means of the managing skills for both the unordained and ordained ministers shows that neither group assessed its managing skills significantly

TABLE 4.34
MEANS, RANK ORDER, AND OVERALL MEANS OF UNORDAINED AND
ORDAINED MINISTERS' ASSESSMENT OF THEIR
MANAGING SKILLS

Item No.	Managing Skills	Unordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
24.	Developing Church members' potentials for responsible positions in the church.	3.5429	2	3.25	4
25.	Influencing church members through the use of different motivational techniques.	3.2286	6	3.1373	6
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.2857	7	3.1039	7
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.3235	4	3.4416	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.4	3	3.2941	3
29.	Criticizing constructively the performance of church members to influence constructive change.	3.3143	5	3.0523	8
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.1714	8	3.2403	5
31.	Resolving or reducing conflict among church members.	3.8857	1	3.8117	1
32.	Managing your time to achieve maximum efficiency in your ministry.	2.8571	9	3.026	9
OVERALL MEANS		3.3238		3.2503	

higher than the other, but that on an average the unordained ministers were slightly higher or more favorable in their evaluations. There is also a relatively strong degree of consistency between both groups of ministers in their assessments of the nine managing items.

In Table 4.35 are found the means and rank order for each of eight decision-making skills, and the overall means which are based on the assessments of both unordained and ordained practicing ministers. The unordained and ordained respondents ranked three skills (items 36, 37, and 35; and 36, 35, and 37 in respective order for both groups) highly (above average), with "Promoting decisions that are consistent with church policy" ranking number one by both groups, with mean scores of 4.0286 and 4.1299 for unordained and ordained ministers respectively. All the remaining skills (items 33, 34, 39, 38, and 40) were ranked as average. "Building (or including) into decisions the steps and procedures to implement them" and "Including feedback periods into church decisions to check their validity and effectiveness" are ranked seventh and eighth (last) respectively by both groups of ministers. Two skills (items 36 and 33) received identical ranking.

When the two overall means of the eight decision-making skills for both the unordained and ordained ministers were compared, the revelation is that neither group of respondents evaluated its level of skills significantly higher than the other, but the ordained ministers were more favorable in their assessment of those skills.

TABLE 4.35
 MEANS, RANK ORDER, AND OVERALL MEANS OF UNORDAINED AND
 ORDAINED MINISTERS' ASSESSMENT OF THEIR
 DECISION-MAKING SKILLS

Item No.	Decision-Making Skills	Undordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
33.	Specifying clearly what is to be accomplished before making a decision.	3.7143	4	3.6863	4
34.	Gathering practically all relevant information before a decision is made.	3.7143	4	3.6494	5
35.	Promoting a variety of opinions in meetings before a decision is made.	3.9118	3	4.0235	2
36.	Promoting decisions that are consistent with church policy.	4.0286	1	4.1299	1
37.	Making decisions that are based on practical values.	4.0	2	4.0130	3
38.	Building (or including) into decisions the steps and procedures to implement them.	3.3824	7	3.5325	6
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.5143	6	3.3701	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.5714	5	3.5065	7
OVERALL MEANS		3.6892		3.7370	

An examination of Table 4.36 shows the means, rank order, and overall means for the six communicating skills as they were assessed by the unordained and ordained ministers. Unordained respondents ranked one skill (item 45) highly (above average) and the others (items 46, 42, 44, 43 and 41) as average. On the other hand, the ordained ministers ranked all six skills as average. However, both groups of respondents evaluated their levels of communicating skills in such a way that four (items 45, 46, 42 and 41) of them received identical ranking, with the highest ranked being "Building trustworthy or confidential relationship with and among church members" (its mean scores are 4.1765 and 3.8224 for unordained and ordained respectively), and the lowest ranked being "Managing the flow of communication in your church" with respective mean scores of 3.3143 and 3.2727.

A comparative examination of the mean scores for all the communicating skills reveals that the unordained ministers assessed their levels of skills more favorably than did the ordained respondents. The overall means indicated the same information even though the difference was not significant.

Table 4.37 shows the eight evaluating skills with their means, rank order, and overall means which are based on the unordained and ordained ministers' assessments of those skills. The unordained ministers assessed seven skills (items 47, 51, 52, 50, 53, 49, and 48) as average, and one

TABLE 4.36

MEANS, RANK ORDER, AND OVERALL MEANS OF UNORDAINED AND
ORDAINED MINISTERS' ASSESSMENT OF THEIR
COMMUNICATION SKILLS

Item No.	Communicating Skills	Unordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
41.	Managing the flow of communication in your church.	3.3143	6	3.2727	6
42.	Recognizing communication distortion in your church.	3.6857	3	3.5519	3
43.	Influencing positively church members' support for established church programs and activities through communication.	3.5714	5	3.5490	4
44.	Facilitating interpersonal communication among church members.	3.6	4	3.3595	5
45.	Building trustworthy or confidential relationships with and among church members.	4.1765	1	3.8224	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.8571	2	3.5789	2
OVERALL MEANS		3.6809		3.4989	

TABLE 4.37

MEANS, RANK ORDER, AND OVERALL MEANS OF UNORDAINED AND
ORDAINED MINISTERS' ASSESSMENT OF THEIR
EVALUATING SKILLS

Item No.	Evaluating Skills	Unordained		Ordained	
		Mean	Rank	Mean	Rank
		N = 35		N = 154	
47.	Determining the needs of your church.	3.8	1	3.8636	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	2.8	8	3.0654	3
49.	Developing a survey to determine community needs.	3.0857	6	2.7843	7
50.	Interpreting information (data) collected from surveys.	3.2857	4	2.8636	5
51.	Determining objectives to meet the needs identified.	3.4571	2	3.0654	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.3714	3	3.1842	2
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.1714	5	3.0196	4
54.	Monitoring and appraising all the processes involved in the evaluation of your church.	3.0571	7	2.7922	6
OVERALL MEANS		3.2535		3.0649	

(item 48) with a means score of 2.80, it being "Using appropriate sampling procedures in assessing church members views or opinions" as below average. On the other hand, the ordained respondents evaluated five skills (items 47, 52, 51, 48, and 53) as average, and the remaining three (items 50, 54, and 49) as below average. "Developing a survey to determine community needs" was ranked seventh or lowest, and the skill that ranked highest for both groups is "Determining the needs of your church."

When the overall means are taken into account, it appears that unordained ministers assessed their levels of evaluating skills slightly higher than did the ordained ministers, even though this difference was not at a significant level.

Hypothesis 3 was not rejected since the Multivariate F-test revealed that differences in the assessments of none of the five aspects of administration met the established standard of significance at the 0.05 level.

Hypothesis 4

"There will be no difference between practicing ministers pastoring one church and ministers pastoring two or more churches in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating."

MANOVA was used to test this hypothesis. The Multivariate Wilks F-test result was 3.45393, and was significant

at the 0.05 level ($P = 0.005$). The hypothesis was therefore rejected.

Table 4.38 presents the results of the Univariate F-tests (with 1.187 degrees of freedom). These tests were conducted to determine if there is a significant difference between ministers pastoring one church and those pastoring two churches or more in their assessments of the five aspects of administration. The results indicate that there is a number-of-church effect on the respondents' evaluations of the planning, managing, decision-making, evaluating skills. The effect was not significant with the communicating aspect. The F-test results were significant (with the one exception) at the 0.05 level ($P = 0.0021$, $P = 0.00342$, $P = 0.001$, and $P = 0.004$ respectively, with $P = 0.109$ being the exception).

TABLE 4.38

UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO MINISTERS
PASTORING ONE CHURCH, AND MINISTERS PASTORING TWO
AND MORE CHURCHES WITH 1.187 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean square	F	Significance Of F
Planning	3.49734	0.34193	10.22807	0.002*
Managing	3.68436	0.27688	13.30671	0.0003420*
Decision-Making	3.38863	0.29365	11.53982	0.001*
Communicating	0.93563	0.36038	2.59623	0.109
Evaluating	3.73934	0.43608	8.57484	0.004*

*Significant at the 0.05 level

Table 4.39 shows the mean and rank order for each of the fourteen planning skills, and the overall means of the ministers pastoring one church, and those pastoring two churches and more. Ministers pastoring one church evaluated thirteen planning skills (items 11-23) as average, with item 21 as the highest ranked, and one skill (item 10) as below average, it being "Developing long-range (5 or more years) plans for your church." The respondents pastoring two churches and more assessed twelve of the skills (items 13-23, and 11) as average, with "Persuading the church to allocate resources for priority goals as ranked the highest; and two skills (items 12 and 10) being ranked below average, with "Developing long-range (5 or more years) plans for your church" as ranked the lowest.

When the mean scores for each skill are compared, ministers pastoring one church consistently evaluated each planning skills higher than did those pastoring two or more churches. The significant difference between both groups of ministers is seen in the comparison of the overall means.

Turning now to the nine managing skills, Table 4.40 presents the mean, and rank order for each item, and the overall means which reflect the evaluations of both groups of ministers. The respondents pastoring one church evaluated one skill (item 31) above average (highest ranked), and the remaining eight as average, with the lowest ranking skill (item 26) being "Influencing positively church members' commitment to responsibilities through home visitation"

TABLE 4.39
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS
 PASTORING ONE CHURCH, AND MINISTERS PASTORING
 TWO AND MORE CHURCHES ON THEIR ASSESSMENT
 OF THEIR PLANNING SKILLS

Item No.	Planning Skills	One-Church Ministers		Two-And-More Church Ministers	
		Mean	Rank	Mean	Rank
		N = 76		N = 113	
10.	Developing long-range (5 or more years) plans for your church.	2.92	13	2.6161	14
11.	Developing short-range (less than 5 years) plans for your church.	3.7067	6	3.5	4
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.4079	11	2.9204	13
13.	Developing church goals and objectives that are based on the mission of the church.	3.76	3	3.3929	8
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.7105	5	3.4018	7
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.6533	9	3.3036	10
16.	Delegating responsibilities to church members.	3.8553	2	3.4911	5
17.	Planning for an effective Stewardship program in your church.	3.5	10	3.2655	11
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.25	12	3.115	12
19.	Persuading the church to allocate resources for priority goals.	3.68	8	3.6283	1

TABLE 4.39 (Cont'd.)

Item No.	Planning Skills	One-Church Ministers		Two-And-More Church Ministers	
		Mean	Rank	Mean	Rank
		N = 76		N = 113	
20.	Preparing an adequate financial plan for your church.	3.7105	5	3.5536	3
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.8947	1	3.5804	2
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.7534	4	4.4909	6
23.	Working systematically at attaining church goals and objectives.	3.6842	7	3.3214	9
OVERALL MEANS		3.5789		3.30152	

with a mean scores of 3.3026. Ministers pastoring two or more churches assessed seven skills (items 31, 27, 24, 28, 30, 25, and 26) as average, and two (items 29 and 32) as below average. "Managing your time to achieve maximum efficiency in your ministry" was ranked ninth or lowest. However, both groups of ministers assessed "Resolving or reducing conflict among church members" as their highest level skill although the mean score for ministers pastoring one church was higher.

When the means of both groups are further compared, it is seen that three skills (items 31, 27, and 30) received identical ranking; that the respondents pastoring one church

TABLE 4.40
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS
 PASTORING ONE CHURCH, AND MINISTERS PASTORING
 TWO AND MORE CHUCHES ON THEIR ASSESSMENT
 OF THEIR MANAGING SKILLS

Item No.	Managing Skills	One-Church Ministers Mean Rank N = 76		Two-And-More Church Ministers Mean Rank N = 113	
		Mean	Rank	Mean	Rank
24.	Developing church members potentials for responsible positions in the church.	3.4667	4	3.1964	3
25.	Influencing church members through the use of different motivational techniques.	3.3067	8	3.0531	6
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.3026	9	3.0265	7
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.6316	2	3.2768	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.4933	3	3.1947	4
29.	Criticizing constructively the performance of church members to influence constructive change.	3.3289	6	2.9464	8
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.3421	5	3.1504	5
31.	Resolving or reducing conflict among church members.	3.9474	1	3.7434	1
32.	Managing your time to achieve maximum efficiency in your ministry.	3.2237	7	2.8407	9
OVERALL MEANS		3.4342		3.1494	

assessed their managing skills more positively than those pastoring two or more churches; and the significant difference between their evaluations was further highlighted by a scrutiny of the overall means.

With regard to Table 4.41, the mean and rank order for each of the eight decision-making skills, and the overall means are presented. Both groups of ministers assessed their levels of skills on three items (nos. 36, 35, and 37) above average, with the respondents pastoring one church evaluating the same skills slightly more positive. The skill that was identically ranked highest was "Promoting decisions that are consistent with church policy." The remaining skills (items 33, 34, 40, 38 and 39) were ranked as average, with "Including feedback periods into church decisions to check their validity and effectiveness" ranking the lowest (eighth). Five items received identical ranking.

The significant difference between ministers pastoring one church and those pastoring two and more churches in their assessment of the eight decision-making skills is seen in the higher evaluation mean scores of the skills, and particularly when the overall means of the assessments are compared.

Looking at the results regarding the six communicating skills, Table 4.42 shows the individual means of the skills as were assessed by the ministers. The ministers pastoring one church ranked one skill (item 45) "Building

TABLE 4.41
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS
 PASTORING ONE CHURCH, AND MINISTERS PASTORING
 TWO AND MORE CHURCHES ON THEIR ASSESSMENT
 OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-Making Skill	One-Church Ministers		Two-And-More Church Ministers	
		Mean	Rank	Mean	Rank
		N = 76		N = 113	
33.	Specifying clearly what is to be accomplished before making a decision.	3.8933	4	3.5575	4
34.	Gathering practically all relevant information before a decision is made.	3.8553	5	3.5310	5
35.	Promoting a variety of opinions in meetings before a decision is made.	4.1184	2	3.9375	3
36.	Promoting decisions that are consistent with church policy.	4.2105	1	4.0442	1
37.	Making decisions that are based on practical values.	4.0789	3	3.9643	2
38.	Building (or including) into decisions the steps and procedures to implement them.	3.6842	7	3.3839	7
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.6447	8	3.2301	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.6974	6	3.3982	6
OVERALL MEANS		3.8914		3.6183	

TABLE 4.42
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS
 PASTORING ONE CHURCH, AND MINISTERS PASTORING
 TWO AND MORE CHURCHES ON THEIR ASSESSMENT
 OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	One-Church Ministers		Two-And-More Church Ministers	
		Mean	Rank	Mean	Rank
		N = 76		N = 113	
41.	Managing the flow of communication in your church.	3.3816	6	3.2124	6
42.	Recognizing communication distortion in your church.	3.5789	4	3.5752	2
43.	Influencing positively church members' support for established church programs and activities through communication.	3.6316	3	3.5	4
44.	Facilitating interpersonal communication among church members.	3.4211	5	3.3929	5
45.	Building trustworthy or confidential relationships with and among church members.	4.0133	1	3.38018	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.7368	2	3.5586	3
OVERALL MEANS		3.6184		3.4749	

trustworthy or confidential relationship with and among church members" highest and above average, while the other skills (items 46, 43, 42, 44, and 41) were ranked as average. On the other side, the respondents pastoring two and more churches ranked all the skills (items 41-46) as average, but item 45 was ranked highest, and item 41 was ranked sixth (last or lowest) by both groups. There were three items (45, 44 and 41) that were given identical ranking, based on the mean scores, by both groups.

Although there was no significant difference between the ministers pastoring one church and those pastoring two and more churches in their assessment of the six communicating skills, the respondents pastoring one church show slightly higher evaluations on those skills than did the other ministers, and this is also seen when the overall means of their assessment are compared.

Table 4.43 shows the means, rank order, and overall means of the eight evaluating skills as were assessed by the practicing ministers. Ministers pastoring one church evaluated one skill (item 47) above average and is ranked highest, while the remaining skills (items 48-54) were ranked average, with item 54 ranking lowest with a mean score of 3.0. Ministers pastoring two and more churches evaluated three skills (items 47, 52, and 51) as average, with "Determining the needs of your church" being ranked highest (both groups rank this skill highest), and the other items (53, 48, 50, 54, and 49) as average, with "Developing a survey

TABLE 4.43
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS
 PASTORING ONE CHURCH, AND MINISTERS PASTORING
 TWO AND MORE CHURCHES ON THEIR ASSESSMENT
 OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	One-Church Ministers		Two-And-More Church Ministers	
		Mean	Rank	Mean	Rank
		N = 76		N = 113	
47.	Determining the needs of your church.	4.0263	1	3.7345	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.2267	4	2.8761	5
49.	Developing a survey to determine community needs.	3.04	7	2.708	8
50.	Interpreting information (data) collected from surveys.	3.1316	7	2.8142	6
51.	Determining objectives to meet the needs identified.	3.3026	3	3.0268	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.4267	2	3.0804	2
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.1867	5	2.9558	4
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	3.0	8	2.7345	7
OVERALL MEANS		3.2713		2.9845	

to determine community needs" ranking lowest. There were four skills (items 47, 52, 51, and 50) receiving identical ranking.

An examination of each evaluating skill mean score reveals that ministers pastoring one church assessed their level of skill on each item slightly higher than did ministers pastoring two or more churches, and the significant difference between both groups of ministers is shown particularly when the overall means of their evaluations are compared.

Although there was no significant difference between ministers pastoring one church and those pastoring two or more churches in their assessment of their communicating skills, there were significant differences between them in their evaluation on the planning, managing, decision-making, and evaluating skills. The Multivariate F-test also revealed significant difference between both groups in their assessments of their overall administrative skills in the selected areas therefore hypothesis 4 is rejected.

Hypothesis 5

"There will be no difference between ministers with pastorates of less than average church membership (less than 349) and ministers with pastorates of average or above church membership (349 or more) in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating."

In order to test this hypothesis, MANOVA was utilized. The Multivariate Wilks F-test result was 2.65973, which is significant at the 0.05 level ($p = 0.024$). Hence the hypothesis is rejected.

Table 4.44 shows the results of the Univariate F-tests performed to identify any significant difference between ministers with pastorates of less than average church membership, and those ministers with pastorates of average and above church membership in terms of their assessments of the five selected aspects of administration. The results indicate that there is an average church membership effect on the evaluations of the planning skills ($P = 0.001$), with the managing and decision-making skills very much on the borderline but more in favor of no effect ($P = 0.056$ and $P = 0.051$ respectively), while there was no effect on the communicating and evaluating skills ($P = 0.284$ and $P = 0.213$ respectively).

The means, rank order, and overall means for the fourteen planning skills are presented in Table 4.45. Ministers with less than average church membership in their pastorates assessed twelve skills as average, with "Initiating positive action in the church rather than reacting to actions initiated by others" being ranked the highest, and two skills (items 12 and 10) being evaluated below average. "Developing long-range (5 or more years) plans for your church" is ranked the lowest. On the other hand, ministers with average and above membership in their pastorates evaluated two planning

TABLE 4.44

UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO MINISTERS
WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND
MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH
MEMBERSHIP WITH 1.187 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	3.91261	0.33972	11.51733	0.001*
Managing	1.07669	0.29082	3.70221	0.056
Decision-Making	1.18117	0.30545	3.86695	0.051
Communicating	0.41970	0.36314	1.15575	0.284
Evaluating	0.70738	0.45230	1.56397	0.213

*Significant at the 0.05 level

skills (items 16 and 21) above average, "Delegating responsibilities to church members" being ranked highest; and twelve skills (items 10-15, 17-20, and 22-23) as average with the lowest ranked skill being "Developing long-range (5 or more years) plans for your church."

A comparison of the two groups' assessments shows that both gave the same ranking to two planning skills (items 17 and 10); that ministers with average and above membership in their pastorates evaluated their skills higher or more favorable on all items; and the significant difference is revealed in the overall means.

TABLE 4.45

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH MEMBERSHIP ON THEIR ASSESSMENT OF THEIR PLANNING SKILLS

Item No.	Planning Skills	Less Than Average		Average And Above	
		Mean	Rank	Mean	Rank
		N = 131		N = 58	
10.	Developing long-range (5 or more years) plans for your church.	2.5769	14	3.1053	14
11.	Developing short-range (less than 5 years) plans for your church.	3.4462	7	3.8947	3
12.	Formulating policy statements or guidelines to operationalize your church plans.	2.9695	13	3.4483	12
13.	Developing church goals and objectives that are based on the mission of the church.	3.4275	8	3.8036	7
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.4504	6	3.7018	9
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.3588	10	3.6429	9
16.	Delegating responsibilities to church members.	3.4846	5	3.9828	1
17.	Planning for an effective Stewardship program in your church.	3.2977	11	3.5	11
18.	Implementing the stewardship program in such a way as to achieve the planned or desired results.	3.0840	12	3.3621	14
19.	Persuading the church to allocate resources for priority goals.	3.5573	2	3.8596	4

TABLE 4.45 (Cont'd.)

Item No.	Planning Skills	Less Than Average Mean Rank N = 131		Average And Above Mean Rank N = 58	
20.	Preparing an adequate financial plan for your church.	3.5154	3	3.8448	5
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.6	1	3.9483	2
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.4922	4	3.8364	6
23.	Working systematically at attaining church goals and objectives.	3.4154	9	3.5862	10
OVERALL MEANS		3.3173		3.6293	

With regard to the nine managing skills, Table 4.46 presents the individual means as were assessed by the practicing ministers. Although both groups of ministers received the same ranking on two skills (item 31 being the highest and item 32 the lowest), those respondents with average and above membership gave more favorable assessments to the same skills. Ministers with less than average church membership evaluated seven skills (items 31, 27, 28, 24, 30, 26, and 25) as average, and two (items 29 and 32) as below average, while those with average and above membership assessed all the managing skills as average.

TABLE 4.46

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH MEMBERSHIP ON THEIR ASSESSMENT OF THEIR MANAGING SKILLS

Item No.	Managing Skills	Less than Average		Average And Above	
		Mean	Rank	Mean	Rank
		N = 131		N = 58	
24.	Developing Church members' potentials for responsible positions in the church.	3.2615	4	3.4035	3
25.	Influencing church members through the use of different motivational techniques.	3.0763	6	3.3333	6
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.0763	6	3.2759	7
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.3769	2	3.5172	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.3053	3	3.3333	6
29.	Criticizing constructively the performance of church members to influence constructive change.	2.9923	7	3.3448	5
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.1527	5	3.3966	4
31.	Resolving or reducing conflict among church members.	3.7939	1	3.8966	1
32.	Managing your time to achieve maximum efficiency in your ministry.	2.9618	8	3.0690	8
OVERALL MEANS		3.2137		3.3773	

Although there was no significant difference in their assessments of their managing skills, ministers with average and above membership in their pastorates evaluated their levels of managing skills more favorable than their counterparts. This is also reflected in a comparison of the overall means. It should be noted also that four skills (items 31, 27, 25, and 32) were given identical ranking by both groups.

Table 4.47 shows the means, rank order, and overall means for the eight decision-making skills. Both groups of ministers assessed their levels of skills highly (above average) on three items (36, 35, and 37), with the highest ranked being "Promoting decisions that are consistent with church policy" for both groups. Both groups of ministers - those with less than average membership and those with average and above membership in their pastorates - also assessed their levels of skills on the remaining items (33, 34, 38, 40 and 36) as average with number 39 ranking eighth or last among the skills.

A comparative examination of each decision-making skill mean scores reveals that although there was no significant difference between the two groups of ministers in terms of their assessments of the levels of their decision-making skills, the ministers with pastorates of average and above membership did evaluate their skills slightly more favorably than did the ministers with less than average

TABLE 4.47

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH MEMBERSHIP ON THEIR ASSESSMENT OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-Making Skills	Less than Average		Average And Above	
		Mean	Rank	Mean	Rank
		N = 131		N = 58	
33.	Specifying clearly what is to be accomplished before making a decision.	3.6031	5	3.8947	4
34.	Gathering practically all relevant information before a decision is made.	3.6107	4	3.7759	5
35.	Promoting a variety of opinions in meetings before a decision is made.	3.9385	3	4.1724	2
36.	Promoting decisions that are consistent with church policy.	4.0763	1	4.1897	1
37.	Making decisions that are based on practical values.	3.9769	2	4.0862	3
38.	Building (or including) into decisions the steps and procedures to implement them.	3.4385	7	3.6552	6
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.3664	8	3.4655	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.4809	6	3.6054	7
OVERALL MEANS		3.6755		3.8469	

membership. This is readily seen when the overall means are compared.

Regarding the six communicating skills, Table 4.48 shows the means, rank order, and overall means for the items as were assessed by the respondents. Both groups of ministers did not evaluate any of the communicating skills above average nor below average. All skills were assessed as average, with the highest ranked (item 45) being "Building trustworthy or confidential relationship with and among church members", and the lowest ranked (item 41) being "Managing the flow of communication in your church." These two items, together with items 44 and 46 were assigned identical ranks.

There was no significant difference between the two groups of ministers in their assessments of the levels of their communicating skills, but ministers with average and above membership in their pastorates did evaluate their skill levels higher than the other respondents. This is also reflected in a comparison of the overall mean scores.

Table 4.49 shows the individual means, rank order, and overall means for the eight evaluating skills. The ministers with less than average membership in their pastorates did not evaluate any of the items above average. Four (items 47, 52, 51, and 53) were assessed as average, and four (items 48, 50, 49, and 54) as below average with number 47 ranking highest and number 54 being ranked lowest. On the other hand, the respondents with average and above

TABLE 4.48

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH MEMBERSHIP ON THEIR ASSESSMENT OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	Less Than Average		Average And Above	
		Mean	Rank	Mean	Rank
		N = 131		N = 58	
41.	Managing the flow of communication in your church.	3.2804	6	3.3621	6
42.	Recognizing communication distortion in your church.	3.5725	3	3.5862	4
43.	Influencing positively church members' support for established church programs and activities through communication.	3.5154	4	3.6379	3
44.	Facilitating interpersonal communication among church members.	3.4077	5	3.3966	5
45.	Building trustworthy or confidential relationships with and among church members.	3.8828	1	3.8966	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.5814	2	3.7414	2
OVERALL MEANS		3.5012		3.6034	

TABLE 4.49

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS THAN AVERAGE (349) CHURCH MEMBERSHIP, AND MINISTERS WITH AVERAGE (349) AND ABOVE CHURCH MEMBERSHIP ON THEIR ASSESSMENT OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	Less Than Average		Average And Above	
		Mean	Rank	Mean	Rank
		N = 131		N = 58	
47.	Determining the needs of your church.	3.7634	1	4.0517	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	2.9771	5	3.1053	5
49.	Developing a survey to determine community needs.	2.8154	7	2.8966	8
50.	Interpreting information (data) collected from surveys.	2.9237	6	2.9828	6
51.	Determining objectives to meet the needs identified.	3.0846	3	3.2586	3
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.1450	2	3.3929	2
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.0000	4	3.1579	4
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	2.8092	8	2.9138	7
OVERALL MEANS		3.0591		3.1918	

membership in their pastorates assessed one skill (item 47) as above average; four (items 52, 51, 53, and 48) as average; and three (items 50, 54, and 49) as below average. Six skills (items 47, 52, 51, 53, 50, and 47) were given the same ranking.

Although there was no significant difference in four aspects of administration between the two groups of ministers, the ministers with average and above membership assessed their levels of skills on each item slightly higher than did the ministers with below average membership in their pastorate. This result is reinforced when the overall means of their evaluations are compared.

Since, however, the analysis of the data by use of the Multivariate F-test revealed a significant difference between the ministers who had membership below average in their pastorates and those who had average and above membership in their pastorates regarding their assessments of their administrative skills in the five areas, the hypothesis is rejected.

Hypothesis 6

"There will be no difference between practicing ministers with less than M.Div. degrees and practicing ministers with M.Div. degrees and above in how they assess their current levels of administrative skills in terms of planning, managing, decision-making, communicating, and evaluating."

This hypothesis was tested with the use of MANOVA statistics. The Multivariate Wilks F-test result was 2.95756, which is significant at the 0.05 level ($P = 0.014$). Therefore, the hypothesis is rejected.

Table 4.50 presents the results of the Univariate F-tests (with 1.186 degrees of freedom) performed to determine any significant difference between the practicing ministers with less than M.Div. degrees, and those with M.Div. and above degrees in their evaluations of their current levels of administrative skills in the five selected areas. The results indicate that there is no M.Div.-degree effect on the evaluations of the planning, managing, decision-making, and communicating aspects since the F-test results were not significant at the 0.05 level ($P = 0.857$, $P = 0.992$, $P = 0.130$, and $P = 0.873$ respectively). However, the results also indicate that there was a M.Div.-degree effect on the assessment of the evaluating skills since the results of the F-test also indicate a significant difference at the 0.05 level ($P = 0.028$).

Regarding the fourteen planning skills, Table 4.51 shows the mean and rank order for each item, and the overall means as assessed by practicing ministers with less than M.Div. degrees, and those with M.Div. degrees and above. Ministers with less than M.Div. degrees did not assess any of the planning skills above average. However, they evaluated thirteen of the skills (item 11-18 and 20-23) as average, with "Persuading the church to allocate resources for priority

TABLE 4.50

UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO MINISTERS
WITH LESS THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
AND ABOVE WITH 1.186 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	0.01172	0.36065	0.03249	0.857
Managing	0.00003	0.29815	0.00009	0.992
Decision-Making	0.71625	0.30954	2.31395	0.130
Communicating	0.00941	0.36681	0.02564	0.873
Evaluating	2.15672	0.44040	4.89720	0.028*

*Significant at the 0.05 level

goals" as the highest ranked, and one skill (item 10) as below average. Those respondents with M.Div. degrees and above also did not assess any planning skill above average. They evaluated twelve skills (items 11-17 and 19-23) as average, "Initiating positive action in the church rather than reacting to actions initiated by others" being ranked highest, and two skills (items 18 and 10) below average. Both groups of ministers ranked "Developing long-range (5 or more years) plans for your church" the lowest, and gave identical rankings to three skills (items 22, 23, and 12).

Although there was no significant difference between both groups of ministers in their assessments of their planning skills, an examination of the overall means reveals

TABLE 4.51
 MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS
 THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
 DEGREES AND ABOVE ON THEIR ASSESSMENT
 OF THEIR PLANNING SKILLS

Item No.	Planning Skills	Less than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
10.	Developing long-range (5 or more years) plans for your church.	2.7009	13	2.8261	14
11.	Developing short-range (less than 5 years) plans for your church.	3.5556	5	3.6232	3
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.1597	12	3.0290	12
13.	Developing church goals and objectives that are based on the mission of the church.	3.4786	7	3.6377	2
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.5	6	3.5797	5
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.4359	9	3.4493	10
16.	Delegating responsibilities to church members.	3.6891	3	3.5441	7
17.	Planning for an effective Stewardship program in your church.	3.4034	10	3.2609	11
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.2605	11	2.9855	13
19.	Persuading the church to allocate resources for priority goals.	3.7034	1	3.5507	6

TABLE 4.51 (Cont'd.)

Item No.	Planning Skills	Less than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
20.	Preparing an adequate financial plan for your church.	3.6891	3	3.4706	9
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.6949	2	3.7101	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.5877	4	3.5882	4
23.	Working systematically at attaining church goals and objectives.	3.4576	8	3.4928	8
OVERALL MEANS		3.4159		3.3995	

that ministers with less than M.Div. degrees evaluated their planning skills slightly more favorably than did the ministers with M.Div. degrees and above.

With respect to nine managing skills, Table 4.52 presents the means and rank order for each individual item, and the overall means of the skills as were assessed by the practicing ministers. Those respondents with less than M.Div. degrees assessed all the skills (items 24-32) as average, while the ministers with M.Div. degrees and above evaluated eight of the skills (items 24-31) as average, and one (item 32) below average. Both groups of ministers assessed two skills (items 31 and 32) similarly in the sense

TABLE 4.52

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS
THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
DEGREES AND ABOVE ON THEIR ASSESSMENT
OF THEIR MANAGING SKILLS

Item No.	Managing Skills	Less than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
24.	Developing church members' potentials for responsible positions in the church.	3.2735	3	3.3478	4
25.	Influencing church members through the use of different motivational techniques.	3.1356	7	3.1884	5
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.1765	6	3.0725	7
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.4237	2	3.4203	3
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.2521	4	3.4265	2
29.	Criticizing constructively the performance of church members to influence constructive change.	3.0763	9	3.1449	6
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.2437	5	3.1884	5
31.	Resolving or reducing conflict among church members.	3.8403	1	3.7971	1
32.	Managing your time to achieve maximum efficiency in your ministry.	3.0840	8	2.8406	8
OVERALL MEANS		3.2633		3.2640	

that the two items received the same ranking, the highest being "Resolving or reducing conflict among church members", and the lowest ranked being "Managing your time to achieve maximum efficiency in your ministry."

When the managing skills are examined on an individual basis the indication is that there is a strong degree of consistency between the average assessments of both groups of ministers. This is also reflected in the overall means, the sum of which gives some credence to the conclusive statement that there was no significant difference between ministers with less than M.Div. degrees and those with M.Div. degrees and above in their assessments of their managing skills.

Table 4.53 presents the means and rank order for each of the eight decision-making skills, and the overall means as were assessed by the ministers. Both groups of respondents (those with less than M.Div. degrees and those with M.Div. and above) evaluated three skills (items 36, 35, and 37) highly or above average, with "Promoting decisions that are consistent with church policy" being highest ranked for ministers with less than M.Div. degrees, and "Promoting a variety of opinions in meetings before a decision is made" as highest ranked for ministers with M.Div. degrees and above. The remaining five skills (items 33, 34, 38, 39, and 40) were assessed as average, with one skill (item 39) being ranked eighth or last by both groups of

TABLE 4.53

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS
 THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
 DEGREES AND ABOVE ON THEIR ASSESSMENT
 OF THEIR DECISION-MAKING SKILLS

Item. No.	Decision-Making Skills	Less Than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
33.	Specifying clearly what is to be accomplished before making a decision.	3.6525	4	3.7826	4
34.	Gathering practically all relevant information before a decision is made.	3.6387	5	3.7101	5
35.	Promoting a variety of opinions in meetings before a decision is made.	3.9576	3	4.1014	1
36.	Promoting decisions that are consistent with church policy.	4.1429	1	4.0580	3
37.	Making decisions that are based on practical values.	3.9661	2	4.0725	2
38.	Building (or including) into decisions the steps and procedures to implement them.	3.4746	6	3.5507	7
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.3277	8	3.5217	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.4202	7	3.6812	6
OVERALL MEANS		3.6817		3.8097	

ministers. There are two other skills (items 37 and 33) that received the same ranking by both groups.

A comparison of the individual skills reveals that, with the exception of one skill (item 36), ministers with M.Div. degrees and above consistently evaluated their levels of decision-making skills higher on average than did the respondents with less than M.Div. degrees. This is also very evident in a comparison of the overall means, even though there was no significant difference between both groups of ministers in their assessments of their levels of decision-making skills.

In Table 4.54 are presented the means, rank order, and overall means of the six communicating skills. Ministers with less than M.Div. degrees did not assess any of the skills above average nor below average; all the skills (items 41-46) were evaluated as average, with one (item 45) receiving the highest rank, and one (item 41) being ranked lowest. On the other hand, the respondents with M.Div. degrees evaluated one skill (item 45) highly or above average, and the others (items 42, 46, 43, 44, and 41) as average. Both groups of ministers ranked "Building trustworthy or confidential relationship with and among church members" highest and "Managing the flow of communication in your church" as lowest, with one other skill (item 44) receiving identical ranking.

TABLE 4.54

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS
 THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
 DEGREES AND ABOVE ON THEIR ASSESSMENT
 OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	Less than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
41.	Managing the flow of communication in your church.	3.3025	6	3.2319	6
42.	Recognizing communication distortion in your church.	3.5546	4	3.6087	2
43.	Influencing positively church members' support for established church programs and activities through communication.	3.5798	3	3.5	4
44.	Facilitating interpersonal communication among church members.	3.3529	5	3.4853	5
45.	Building trustworthy or confidential relationships with and among church members.	3.8718	1	3.9118	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.6525	2	3.6029	3
OVERALL MEANS		3.5364		3.5217	

There was no significant difference between both groups of ministers in their assessments of the levels of their communicating skills. This is reflected in the strong degree of consistency between average evaluations of the communicating skills, and in the comparison of the overall means.

Table 4.55 shows the means, rank order, and overall means for the eight evaluating skills as were assessed by the ministers. Neither group of ministers evaluated any of the evaluating skills above average, but both groups ranked item 47 highest with very relatively similar mean scores. Ministers with less than M.Div. degrees assessed four skills (items 47, 52, 48, and 53) as average, and four (items 51, 54, 50, and 49) as below average. The respondents with M.Div. degrees and above evaluated six skills (items 47, 51, 50, 53, and 49) as average, and two skills (items 48 and 54) as below average.

A comparison of the individual mean scores for each skill item reveals that with the exception of one (item 48), ministers with M.Div. degrees and above assessed consistently their levels of evaluating skills higher than did the respondents with less than M.Div. degrees. This is evident also in the overall means, and so is the significant difference between both groups of ministers in their assessments of their evaluating skills.

In general, since the Multivariate F-test revealed significant differences between both groups of ministers

TABLE 4.55

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WITH LESS
 THAN M.DIV. DEGREES, AND MINISTERS WITH M.DIV.
 DEGREES AND ABOVE ON THEIR ASSESSMENT
 OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	Less than M.Div. Mean Rank N = 119		M.Div. and Above Mean Rank N = 69	
47.	Determining the needs of your church.	3.8403	1	3.8841	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.0508	3	2.9710	7
49.	Developing a survey to determine community needs.	2.7203	8	3.0725	6
50.	Interpreting information (data) collected from surveys.	2.7563	7	3.2899	4
51.	Determining objectives to meet the needs identified.	2.9746	5	3.4493	2
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.1525	2	3.3382	3
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.0169	4	3.1014	5
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	2.8067	6	2.9130	8
OVERALL MEANS		3.0241		3.2463	

in their evaluation of their administrative skills, the hypothesis is rejected.

Hypothesis 7

"There will be no difference between practicing ministers who completed the minimum church administration requirement (CHMN 527), and practicing ministers who did not complete the minimum church administration requirement (CHMN 527) in how they assess their current levels of administrative skills in terms of planning, managing, decision making, communicating, and evaluating."

MANOVA was utilized in the testing of this hypothesis. The result of the Multivariate Wilks F-test was 2.94444, which is significant at the 0.05 level ($P = 0.014$). Therefore, hypothesis 7 is rejected.

Table 4.56 presents the results of the Univariate F-tests (with 1.187 degrees of freedom) to identify the significant difference between the two groups of ministers - those who completed the church administration minimum requirement, and those who did not. The results indicate that there is no CHMN 527 effect on the assessments of the planning, managing, decision-making, and communicating skills since the F-tests were not significant at the 0.05 level ($P = 0.694$, $P = 0.452$, $P = 0.892$, and $P = 0.924$ respectively). However, there was a CHMN 527 effect on the assessment of the evaluating skills because the F-test result was significant at the 0.05 level ($P = 0.005$).

TABLE 4.56

UNIVARIATE F-TEST FOR MEAN ASSESSMENT ACCORDING TO MINISTERS
WHO DID NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE WITH 1.187 DEGREES OF FREEDOM

Aspects of Administration Skills	Hypothesis Mean Square	Error Mean Square	F	Significance Of F
Planning	0.05593	0.36034	0.15523	0.694
Managing	0.16819	0.29568	0.56882	0.452
Decision-Making	0.00579	0.31174	0.01858	0.892
Communicating	0.00330	0.36537	0.00903	0.924
Evaluating	3.52891	0.43721	8.07146	0.005*

*Significant at the 0.05 level

With regard to the fourteen planning skills, Table 4.57 shows the individual item means, rank order, and overall means of the ministers' assessments of those skills. Both groups of practicing ministers - those who did not complete and those who completed CHMN 527 - did not assess any of the planning skills above average, but they both evaluated thirteen skills (items 11-23) as average, with "Initiating positive action in the church rather than reacting to actions initiated by others" being ranked highest (number 1), and "Developing long-range (5 or more years) plans for your church" as fourteenth ranked (number 14). Four skills (items 21, 14, 17, and 10) received the same ranking.

TABLE 4.57

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WHO DID
NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE ADMINISTRATIVE COURSES ON THEIR
ASSESSMENT OF THEIR PLANNING SKILLS

Item No.	Planning Skills	No CHMN 527 Mean Rank N = 114		CHMN 527 and More Mean Rank N = 75	
10.	Developing long-range (5 or more years) plans for your church.	2.6518	14	2.8667	14
11.	Developing short-range (less than 5 years) plans for your church.	3.5044	6	3.7027	2
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.0789	13	3.1733	12
13.	Developing church goals and objectives that are based on the mission of the church.	3.4425	9	3.6892	3
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	3.4867	7	3.5867	7
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	3.4554	8	3.4267	10
16.	Delegating responsibilities to church members.	3.6579	4	3.6081	5
17.	Planning for an effective Stewardship program in your church.	3.4035	11	3.2933	11
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.2544	12	3.0400	13
19.	Persuading the church to allocate resources for priority goals.	3.6814	2	3.6	6

TABLE 4.57 (Cont'd.)

Item No.	Planning Skills	No CHMN 527		CHMN 527 and More	
		Mean	Rank	Mean	Rank
		N = 114		N = 75	
20.	Preparing an adequate financial plan for your church.	3.6754	3	3.5270	9
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	3.6930	1	3.7297	1
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	3.5636	5	3.6438	4
23.	Working systematically at attaining church goals and objectives.	3.4248	10	3.5333	8
OVERALL MEANS		3.3991		3.4342	

Although there were no significant differences between the two groups in their assessments of the fourteen planning skills, the respondents who completed CHMN 527 did evaluate their skills slightly more positive than those who did not complete CHMN 527, particularly when the overall means are compared.

Regarding Table 4.58, the mean and rank order for each managing skill, and the overall means are presented to show how both groups of ministers assessed their levels of skills on the nine managing items. Both groups of ministers did not assess any managing skill above average, but they both evaluated eight skills as average, and one below

TABLE 4.58

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WHO DID
NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE ADMINISTRATIVE COURSES ON THEIR
ASSESSMENT OF THEIR MANAGING SKILLS

Item No.	Managing Skills	No CHMN 527 Mean Rank N = 114		CHMN 527 and More Mean Rank N = 75	
24.	Developing church members' potentials for responsible positions in the church.	3.2679	4	3.36	3
25.	Influencing church members through the use of different motivational techniques.	3.0877	7	3.2568	5
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.1579	6	3.1067	7
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.4035	1	3.4459	2
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.2832	3	3.36	3
29.	Criticizing constructively the performance of church members to influence constructive change.	2.9823	9	3.28	4
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.2105	5	3.2533	6
31.	Resolving or reducing conflict among church members.	3.2846	2	3.8267	1
32.	Managing your time to achieve maximum efficiency in your ministry.	3.0526	8	2.9067	8
OVERALL MEANS		3.2397		3.3007	

average. Whereas the ministers who did not complete CHMN 527 ranked item 27 highest (average), and item 29 lowest (below average), the respondents who completed CHMN 527 ranked item 31 highest (average), and item 32 lowest (below average). Two items (numbers 28 and 32) received the same ranking.

There was no significant difference between the two groups of ministers in their assessments of their levels of managing skills, but the respondents who completed CHMN 527 did evaluate their skills slightly higher on seven out of the nine skills, something that is reflected in a comparison of the overall means.

Table 4.59 presents the means, rank order, and overall means for the eight decision-making skills as were assessed by both groups of ministers. The two groups of respondents evaluated three skills (items 35, 36, and 37) above average, and the remaining skills (items 33, 34, 38, 39, and 40) as average. Whereas the ministers who did not complete CHMN 527 assessed item 36 highest with a mean score of 4.1754, those who completed CHMN 527 evaluated item 35 highest. However, both groups of ministers assessed "Including feedback periods into church decisions to check their validity and effectiveness" lowest. Four skills (items 37, 33, 34, and 39) received individually identical ranking.

Again, there was no significant difference between both groups of practicing ministers in their assessments

TABLE 4.59

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WHO DID
NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE ADMINISTRATIVE COURSES ON THEIR
ASSESSMENT OF THEIR DECISION-MAKING SKILLS

Item No.	Decision-Making Skills	No CHMN 527		CHMN 527 and More	
		Mean	Rank	Mean	Rank
		N = 114		N = 75	
33.	Specifying clearly what is to be accomplished before making a decision.	3.6754	4	3.7162	4
34.	Gathering practically all relevant information before a decision is made.	3.6491	5	3.68	5
35.	Promoting a variety of opinions in meetings before a decision is made.	3.9737	3	4.0676	1
36.	Promoting decisions that are consistent with church policy.	4.1754	1	4.0133	3
37.	Making decisions that are based on practical values.	4.0	2	4.0270	2
38.	Building (or including) into decisions the steps and procedures to implement them.	3.4912	6	3.5270	7
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.3596	8	3.4533	8
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.4649	7	3.6	6
OVERALL MEANS		3.7236		3.7350	

of their decision-making skills, but when the individual skills mean scores were compared, the ministers who completed CHMN 527 assessed their levels of decision-making skills (with the exception of item 36) slightly higher than the respondents who did not complete CHMN 527. This is also evident in the comparison of the mean scores.

In Table 4.60 are shown the means, rank order, and overall means for the six communicating skills as were assessed by the respondents. The practicing ministers who did not complete CHMN 527 did not evaluate any communicating skill above average; all (items 41-46) were assessed as average, while the respondents who completed CHMN 527 evaluated one skill (item 45) above average, and the remaining skills as average. Both groups of ministers assessed, with slightly differing mean scores, "Building trustworthy or confidential relationship with and among church members" highest (ranked number 1), and "Managing the flow of communication in your church" lowest (ranked number 6). Three skills (items 45, 44, and 41) received individually identical ranking.

Although there was no significant difference between both groups of practicing ministers in terms of their assessments of the levels of their communicating skills, a comparison of the overall means reveals that ministers who completed CHMN 527 did evaluate their levels of communicating skills slightly higher than did their counterpart.

TABLE 4.60

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WHO DID
NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE ADMINISTRATIVE COURSES ON THEIR
ASSESSMENT OF THEIR COMMUNICATING SKILLS

Item No.	Communicating Skills	No CHMN 527		CHMN 527 and More	
		Mean	Rank	Mean	Rank
		N = 114		N = 75	
41.	Managing the flow of communication in your church.	3.3246	6	3.2133	6
42.	Recognizing communication distortion in your church.	3.5263	4	3.6533	2
43.	Influencing positively church members' support for established church programs and activities through communication.	3.5877	3	3.5	4
44.	Facilitating interpersonal communication among church members.	3.3509	5	3.4865	5
45.	Building trustworthy or confidential relationships with and among church members.	3.8571	1	3.9324	1
46.	Evaluating your own communication by noting the comprehension of it by others.	3.6283	2	3.6351	3
OVERALL MEANS		3.5292		3.5377	

There are presented in Table 4.61 the means, rank order, and overall means for the eight evaluating skills as were assessed by both groups of ministers. The practicing ministers who did not complete CHMN 527 evaluated none of the skills above average, but assessed four (items 47, 52, 48, and 53) as average, and four (items 51, 54, 50, and 49) below average, with item 47 ranking highest, and item 49 lowest. On the other hand, the respondents who completed CHMN 527 assessed one skill (item 47) above average, six skills (items 51, 52, 50, 53, 49, and 48) as average, and one skill (item 54) as below average. One skill (item 47) received identical and the highest rank by the two groups of respondents.

A comparison of the mean scores for each skill, and the overall means reveal that, with the exception of item 48, ministers who completed CHMN 527 assessed their levels of evaluating skills significantly higher than did the respondents who did not complete CHMN 527, which accounts for the significant difference between both groups in their assessments.

Looking back at the result of the Multivariate F-test shows that there was a significant difference between the ministers who completed the minimum church administration requirement course CHMN 527, and those who did not in their assessments of the levels of their skills in the five selected aspects of administration. Hypothesis 7 is therefore rejected.

TABLE 4.61

MEANS, RANK ORDER, AND OVERALL MEANS OF MINISTERS WHO DID
NOT COMPLETE CHMN527, AND MINISTERS WHO COMPLETED
CHMN527 AND MORE ADMINISTRATIVE COURSES ON THEIR
ASSESSMENT OF THEIR EVALUATING SKILLS

Item No.	Evaluating Skills	No CHMN 527 Mean Rank N = 114		CHMN 527 and More Mean Rank N = 75	
47.	Determine the needs of your church.	3.8158	1	3.9067	1
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.0175	3	3.0135	7
49.	Developing a survey to determine community needs.	2.6814	8	3.08	6
50.	Interpreting information (data) collected from surveys.	2.7193	7	3.28	4
51.	Determining objectives to meet the needs identified.	2.9292	5	3.4533	2
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.0796	2	3.4324	3
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.0	4	3.1216	5
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	2.7456	6	2.9867	8
OVERALL MEANS		2.9890		3.2683	

Summary

A summary of the findings of the research hypotheses which were derived from the second research question are presented in this section. Multivariate Analysis of Variance was utilized in order to test the significance of the seven null hypotheses which are related to the effects of conference, race, ordination, number of churches, membership of pastorate, degree, and church administration course CHMN 527 on the assessments of the five selected areas of administration: planning, managing, decision making, communicating, and evaluating. In addition, the analysis produced the means and rank order for each item, and the overall means which were used to compare the practicing ministers evaluations of the five selected aspects of administration.

Hypothesis 1 tested the effect of conference on the assessments of the five selected aspects of administration. The Multivariate Wilks F-test showed a significant difference between Regional and State conference practicing ministers with regard to the five selected areas of administration. The hypothesis was therefore rejected. When the individual item means and rank order, and overall means for the five selected areas of administration were compared, it was discovered that ministers from the Regional conferences assessed their levels of administrative skills in the five areas higher than did the ministers from the State conferences.

Hypothesis 2 tested the effect of race on the assessments of administration. The analysis of the data with the Multivariate Wilks F-test revealed that there was a significant difference between Black and Caucasian practicing ministers in the evaluation of the levels of their skills in the five areas. Therefore, hypothesis 2 was rejected. A comparison of the means for the individual items means, rank order, and overall means showed that Black ministers assessed their levels of administrative skills higher than did the Caucasian ministers.

Hypothesis 3 tested the effect of ordination on the assessments of the administrative skills by the respondents, with the use of the Multivariate Wilks F-test. The results showed no significant difference between unordained and ordained ministers in the evaluation of the levels of their administrative skills in the five selected areas. Consequently, hypothesis 3 was not rejected. Although there was no significant difference between unordained and ordained ministers in their assessments of the levels of their administrative skills, a comparison of the overall means for each major section of the administrative skills reveal that the unordained ministers assessed their levels of managing, communicating, and evaluating skills slightly higher than did the ordained ministers; while the ordained ministers evaluated their levels of planning and decision-making skills slightly higher than did the unordained ministers.

Hypothesis 4 looked at the effect of the number of churches pastored on the respondents' evaluations of the levels of their administrative skills in the five selected areas. The Multivariate F-test was used to analyze the data, and the results indicated that there was a significant difference between ministers pastoring one church, and ministers pastoring two or more churches in their assessments of their administrative skills. Hypothesis 4 was therefore rejected. When the means and rank order for the individual items, and the overall means were compared, it was shown that ministers pastoring one church assessed their levels of skills much higher than did ministers who pastored two and more churches.

Hypothesis 5 tested the effect of the average (349) church membership in pastorates on how practicing ministers evaluated their levels of administrative skills in the five selected areas. The testing was performed with the use of the Multivariate Wilks F-test, the results of which indicated significant difference between ministers with pastorates of less than average (349) church membership, and ministers with average (349) and above church membership in how both groups assessed their administrative skills. Therefore, hypothesis 5 was rejected. When the means for each skill item, and the overall means were compared, it was clearly seen that ministers with pastorates of average and above church membership evaluated their levels of administrative skills in all five selected areas higher than

ministers with pastorates of less than average church membership.

Hypothesis 6 examined the effect of the M.Div. degree on how practicing ministers assessed their levels of administrative skills in the five selected areas. The Multivariate Wilks F-test was used to determine the effect. It revealed a significant difference between ministers with less than M.Div. degrees, and those with M.Div. degrees and above in how both groups evaluated their levels of administrative skills. The hypothesis was therefore rejected. However, ministers with less than M.Div. degrees assessed their planning and communicating skills higher than ministers with M.Div. degrees, while ministers with M.Div. degrees and above evaluated their managing, decision-making, and evaluating skills higher than did ministers with less than M.Div. degrees when the overall means in each of the five selected areas were compared.

Hypothesis 7 tested the effect of the minimum church administration requirement CHMN 527 on how practicing ministers evaluated their levels of administrative skills. The testing was performed with the use of the Multivariate Wilks F-test, the result of which showed a significant difference between ministers who did not complete CHMN 527, and those who completed CHMN 527 on how they assessed the levels of their administrative skills in the five selected areas. Therefore, the hypothesis was rejected. In general, however, when the items mean scores and overall means were compared,

it was shown that the practicing ministers who had completed the minimum church administration requirement CHMN 527 had evaluated their levels of administrative skills slightly higher than did those who did not complete the minimum requirement.

The Ministers' Recommendations

Research Question 3 is answered in this section. It deals with the ministers' perception of the recommendations presented by the researcher, together with the additional suggestions recommended by the ministers to address their administrative deficiencies and the church administrative aspect of the ministerial program.

Research Question 3

"What are the ministers' perceptions of the recommendations listed by the research, and what other suggested recommendations will they provide for the improvement of their administrative deficiencies and the church administrative aspect of the ministerial preparation program in the Seventh-day Adventist Theological Seminary?"

Table 4.62 presents the findings in terms of raw numbers and percentages under the five-point scale (strongly disagree, disagree, undecided, agree, and strongly agree) for each proposed recommendation. The results showed agreement between ministers' perceptions in eleven out of the

TABLE 4.62

MINISTERS' PERCEPTIONS OF THE PROPOSED RECOMMENDATIONS

Item No.	Recommendations	Not Recommended			Undecided			Recommended		
		Strongly Disagree N	Disagree N	%	Strongly Disagree N	Disagree N	%	Agree N	Strongly Agree N	%
55.	The planning, managing, decision-making, communicating, and evaluating skills are very important to the effective administration of your church.	1	1	0.5	1	65	121	34.6	64.4	
56.	As a practicing minister, you need further information in the 1) planning, 2) managing 3) decision-making, 4) communicating, and 5) evaluating skills to administer the affairs of your church/es more efficiently and effectively.	4	19	16	91	58				
		2.1	10.1	8.5	48.4	30.8				
57.	As a practicing minister, you have not been reading sufficiently in the administrative skills of planning, managing, decision-making, communicating, and evaluating.	8	46	23	91	20				
		4.2	24.3	12.2	48.4	10.6				
58.	As a practicing minister, you should be responsible for your own personal growth in the administrative skills of planning, managing, decision-making, communicating, and evaluating.	5	27	28	85	42				
		2.6	14.3	14.8	45.4	22.4				

TABLE 4.62 (Cont'd.)

Item No.	Recommendations	Not Recommended			Undecided			Recommended			
		Strongly Disagree	Disagree	Agree	Strongly Disagree	Disagree	Agree	Strongly Disagree	Disagree	Agree	
		N	%	N	%	N	%	N	%	N	%
59.	Your conference should provide in-service training (programs and activities) for its ministers in the following areas of planning, managing, decision making, communicating, and evaluating.	1		7	3.7	19	10.1	88	47.1	72	38.5
			0.5								
60.	Your academic training did not adequately prepare you in skills of planning, managing, decision-making, communicating, and evaluating, for the effective administration of your church.	4		33	17.5	22	11.6	70	37.4	58	31.0
			2.1								
61.	There should be more theoretical emphasis on the instruction process of planning, managing, decision-making, communicating, and evaluating in church administration courses in the theological programs.	10		58	30.8	47	24.9	45	23.9	28	14.9
			5.3								
62.	There should be more practical emphasis on the instruction of planning, managing, decision-making, communicating, and evaluating in church administration courses.	2		2	1.1	11	5.8	89	47.3	84	44.6
			1.1								

TABLE 4.62 (cont'd.)

Item No.	Recommendations	Not Recommended		Undecided		Recommended	
		Strongly Disagree	Disagree	N	%	Agree	Strongly Agree
		N	%	N	%	N	%
63.	More typical church administration problem and conflict examples should be provided in church administration courses with corresponding principles for their resolution.	1	2	20	107	58	
		0.5	1.1		10.6	56.9	30.8
64.	More courses in church administration should be offered in the ministerial preparation program.	1	9	43	87	45	
		1.1	4.8		22.8	46.7	24.1
65.	The skill areas of planning, managing, decision-making, communicating, and evaluating should be combined and taught as a course in church administration to provide more in-depth information in these areas.	3	4	32	95	53	
		1.6	2.1		16.9	50.8	28.3
66.	All church administration courses should be mandatory for all ministerial students or prospective ministers.	8	21	37	57	65	
		4.2	11.1		19.6	30.3	34.6

twelve recommendations. This indicates that more than 50 percent of the ministers (respondents) supported each of the eleven recommendations as is seen in the "agree" and "strongly agree" columns. The one recommendation (item 61) that did not receive a sufficient support (38%) did not receive a strong enough rejection (only 36.1%) since 24.9% of the respondents were undecided. However, the following are the recommendations in rank order from the highest level of support to the lowest.

1. The planning, managing, decision-making, communicating and evaluating skills are very important to the effective administration of your church (99% support).

2. There should be more practical emphasis on the instruction of planning, managing, decision making, communicating, and evaluating in church administration courses (91.9% support).

3. More typical church administration problem and conflict examples should be provided in church administration courses with corresponding principles for their resolution (87.7% support).

4. Your conference should provide in-service training (programs and activities) for the ministers in the following areas of planning, managing, decision making, communicating, and evaluating (85.6% support).

5. As a practicing minister, you need further information in the planning, managing, decision-making, communicating, and evaluating skills to administer the affairs

of your church/es more efficiently and effectively (79.2% support).

6. The skill areas of planning, managing, decision making, communicating, and evaluating should be combined and taught as a course in church administration to provide more indepth information in these areas (79.1% support).

7. More courses in church administration should be offered in the ministerial preparation program (70.8% support).

8. Your academic training did not adequately prepare you in the skills of planning, managing, decision making, communicating, and evaluating for the effective administration of your church/es (68.4% support).

9. As a practicing minister, you should be responsible for your own personal growth in the administrative skills of planning, managing, decision making, communicating, and evaluating (67.8% support).

10. All church administration courses should be mandatory for all ministerial students or prospective ministers (64.9% support).

11. As a practicing minister, you have not been reading sufficiently in the administrative skills of planning, managing, decision making, communicating, and evaluating (59.0% support).

12. There should be more theoretical emphasis in the instruction process of planning, managing, decision

making, communicating, and evaluating in church administration courses in the theological program (38.8% support).

The practicing ministers were given two open-ended questions (items 67 and 68) with three respective lines to propose other recommendations for the improvement of their administrative skills and the church administrative aspect of the ministerial program in the Seventh-day Adventist educational institutions. Sixty-two of the 189 respondents answered one or both questions. The following is a list of the recommendations suggested by the ministers for the improvement of their administrative skills which the investigator grouped into five categories:

1. Twenty-three of the respondents suggested the conferences' assistance in terms of establishing personal and professional objectives; in-service training; motivational rewards from conference for goal achievement; time off to spend with pastor who has good administrative skills; and bibliography of books on administration to read from the conferences.

2. Thirty-six of the ministers recommended a continuing education program with workshops in which the respondents can share their frustrations and problems, and seek solutions; learn how to handle conflict, discover real church needs, and structure church finance and budget; improve interpersonal relation and leadership skills; how to motivate people; and be able to share skills and ideas with other ministers.

3. Nine of the respondents suggested a stronger internship program in which more emphasis is placed on administrative skills, and ministers being allowed to observe experienced pastors with good administrative skills.

4. Nine ministers proposed an evaluation system in which the conferences periodically evaluate the pastors; ministers having to submit their plans periodically to the conferences; and more supervision and accountability from the conferences.

5. One respondent suggested the establishment of an office apart from the conference to deal with the pastors' administrative problems.

In reference to item 68 in which the ministers were asked to make suggestions for the improvement of the church administrative aspect of the ministerial preparation program, the recommendations were categorized by the investigator as follows:

1. Six of the respondents recommended a better balance between theology and church administration in the program through the offering of more administration courses at both college and seminary levels, and making those courses mandatory.

2. Sixteen of the ministers recommended that church administration courses should teach ministers how to lead as a servant while being a good follower; present a better understanding of the pastor's board administrative responsibilities, and more realism and less idealism of churches'

expectations in administration, and realistic expectations of conference priorities; teaching more about the motivation of people, decision making and getting, conflict management, practical matters in church administration, cross cultural administration, communication (internal and external) for church organization, and evaluation of community's needs; and a better understanding of the paradox, and ambiguity of managing the church.

3. Fifteen of the respondents recommended more practical training at the seminary in which students will be allowed to work with a pastor of great administrative skills in order to have their skills tested and appraised in a real church setting; more case studies; and field practicum guidelines for supervisory ministers and more students/ intern specified practical experience in committee administrative situations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

The Problem

H. Richard Niebuhr (1956), William Leach (1958), and Kenneth O. Gangel (1974) concur that ministers are not academically prepared for their administrative responsibilities. In addition, Gangel claimed that there is a negative attitude toward administration in the church which seems to suggest that administration is nonessential, uninteresting, and not spiritual; and that ministers spend very little time even in informal reading to develop their administrative capacity. "The gift of administration therefore suffers from 'benign neglect'" (Gangel, 1974, p. 25). The problem to which this study is directed is an assessment of the administrative skills, in five selected areas, of practicing Seventh-day Adventist ministers in four conferences. The assessment is based on data collected from the said ministers.

The Purpose of the Study

This study was designed to obtain an assessment of the perceived administrative skills of all ministers in four Seventh-day Adventist conferences in five selected areas of administration; to analyze the data collected in the assessment to determine the current levels of the ministers' administrative skills; and to use the results to recommend improvements in those skills.

The primary purposes of this study were: (1) to determine how practicing Seventh-day Adventist ministers assess their levels of administrative skills with regard to planning, managing, decision making, communicating, and evaluating; (2) to compare the ministers' assessment of their administrative skills (planning, managing, decision making, communicating, and evaluating) on the bases of conference, race, ordination, number of churches pastoring, average membership of pastorate, degree, and church administration requirement (as independent variables); (3) to determine the administrative area/s in which practicing Seventh-day Adventist ministers perceive themselves to be deficient; and (4) to solicit recommendations for the improvement of the ministers' administrative skills, and the church administrative aspect of the ministerial preparation program.

The Population

The population studied consisted of all the practicing ministers (242) in four Seventh-day Adventist conferences. Of the 242 ministers, 193 returned the questionnaires, and 189 being in usable condition.

The Questionnaire

The questionnaire that was utilized in gathering the data for this research consisted of three sections as follows:

Section I: Demographic or general information concerning conference, age, ethnic classification, ordination, professional experience (years of), number of churches pastoring, membership of pastorate, degree, and church administration requirement course CHMN 527. There was a total of nine items.

Section II: This section consisted of five parts: (1) planning, with 14 items; (2) managing consisting of 9 items; (3) decision making, with 8 items; (4) communicating, consisting of 6 items; and (5) evaluating, with 8 items. There was a total of 45 item skills that were evaluated by the ministers.

Section III: There were 14 items in this section. The first 12 items were designed to obtain the ministers' perceptions of the church administration aspect of the ministerial program and recommendations for the improvement of

their administrative skills. The two last open-ended questions requested the ministers to list additional recommendations for the improvement of both their administrative skills and the church administration aspect of the ministerial program.

Collection and Analysis of Data

Of the 242 questionnaires that were mailed to all the practicing Seventh-day Adventist ministers on April 16, 1984, 193 questionnaires were received by the researcher. Four of the questionnaires were discarded as a result of numerous incomplete responses. The remaining 189 completed questionnaires (78.19 percent of the 242 mailed questionnaires) were utilized in this study.

In the analysis of the data, frequency distributions of the numbers, percentages, means, standard deviations and rank orders were used to describe the ministers' overall assessments regarding the five selected aspects of administrative skills. The Multivariate Analysis of Variance (MANOVA) technique was utilized to test the seven null hypotheses which were related to the effects of conference, race, ordination, number of churches pastoring, average membership of pastorate, degree, and church administration minimum requirement (CHMN 527) on the respondents' assessments of the five selected aspects of administration: planning, managing, decision making, communicating, and

evaluating. The significance level was established at 0.05. In addition, individual item means, rank order, and overall means were used to analyze and compare the ministers' assessments of the five selected aspects of administration.

Findings

Demographic Characteristics

A general glance of the data received from the 189 practicing ministers who responded to the questionnaire reveal that a majority, 57.2 percent, were from State conferences; 59.8 percent were forty years old and over; a little over one-half were Caucasians; an overwhelming percentage (81.5) were ordained; over one-half had eleven years and more of pastoral experience; 59.8 percent were pastoring two and more churches; more than two-thirds (69.3 percent) had pastorates with less than average (349) membership; a majority had attained less than the M.Div. (B.A., B.Th., and M.A.) degree; and only 39.7 percent having completed the present minimum church administration requirement CHMN 527.

Ministers' Overall Assessment of Their Administrative Skills

1. In general, the respondents did not assess any of their planning skills highly; whereas they rated 13 of the skills as average, and one below average.

2. None of the 9 managing skills was rated highly. Eight were considered to be average, and one below average.

3. Three of the decision-making skills were evaluated highly, and the remaining 5 as average.

4. The ministers did not assess any of the communicating skills highly, all 6 skills were considered to be average.

5. None of the 8 evaluating skills was assessed highly. Five were evaluated as average, and three below average.

Research Hypotheses

1. Hypothesis 1 dealt with the effect of conference on the ministers' assessment of the five selected aspects of administration. The Multivariate F-test analysis revealed a significant difference between Regional and State conferences' respondents in their assessments of their current levels of administrative skills in the five selected aspects of administration. Therefore, hypothesis 1 was rejected.

When overall means of the five aspects of administration (based on the respondents evaluations) were compared, it was discovered that ministers from the Regional conferences assessed their levels of administrative skills higher than those from State conferences.

2. Hypothesis 2 was concerned with the effect of race (Black and Caucasian) on the respondents' evaluations

of their levels of administrative skills in the five selected areas of administration. The analysis of Multivariate F-test showed a significant difference between Black and Caucasian ministers in their evaluation of the levels of their administrative skills in the five selected areas. Hypothesis 2 was therefore rejected.

The use of the overall means to compare Black and Caucasian assessments of the five selected aspects of administration revealed that Black ministers evaluated their levels of administrative skills significantly higher than did the Caucasian ministers.

3. Hypothesis 3 looked at the effect of ordination on the respondents' evaluations of the level of their administrative skills in five selected areas. The use of the Multivariate F-test in the analysis of the data showed no significant difference between unordained and ordained ministers in their assessments of their administrative skills. Therefore, the hypothesis was not rejected.

Although there was no significant difference in the evaluations of unordained and ordained ministers' administrative skills, when the overall means of both groups of respondents' assessments in the five selected aspects of administration were compared, unordained ministers evaluated their levels of managing, communicating, and evaluating skills slightly higher than ordained ministers, and ordained respondents assessed their planning and decision-making skills slightly higher than the unordained ministers.

4. Hypothesis 4 dealt with the effect of the number of church/es pastored by the respondents on their assessments of the levels of their administrative skills in the five selected areas. The use of the Multivariate F-test on the data showed a significant difference between ministers who pastored one church, and ministers who pastored two or more churches in their evaluations of their administrative skills. Therefore, the hypothesis was rejected.

When the overall means of the five selected aspects of administration were compared on the basis of the evaluations of both groups of ministers, it was found that ministers pastoring one church assessed their levels of administrative skills higher than did those ministers pastoring two or more churches.

5. Hypothesis 5 was concerned with the effect of average (349) church membership in pastorates on the respondents' assessments of the levels of their administrative skills in the five selected areas. The Multivariate F-test was utilized to analyze the data, and the results showed a significant difference between ministers with pastorates of less than average (less than 349) church membership, and ministers with average (349) and above church membership in their pastorates. Therefore, the hypothesis was rejected.

A comparison of the overall means of both groups of ministers' evaluations in the five selected areas of administration revealed that the respondents with pastorates of average and above church membership assessed their levels

of administrative skills higher than ministers with less than average church membership in their pastorates.

6. Hypothesis 6 examined the effect of degree (less than M.Div. and M.Div. and above) on the ministers' evaluation of their administrative skills in the five selected areas of administration. With the use of Multivariate F-test on the data, it was discovered that there was a difference between ministers with less than the M.Div. degree, and ministers with M.Div. degree and above. Therefore, hypothesis 6 was rejected.

When the overall means for the five aspects of administration for both groups' assessments were compared, it was discovered that ministers with less than M.Div. degree assessed their levels of administration skills slightly higher on the planning and communicating skills, while the respondents with M.Div. degree and above evaluated their levels of managing, decision-making, and evaluating skills higher than did the other ministers.

7. Hypothesis 7 examined the effect of CHMN 527 on the respondents' assessments of their administrative skills in the five selected areas of administration. The data analysis was performed with the Multivariate F-test. The result showed a difference between ministers who did not complete CHMN 527 in their evaluations of their administrative skills.

A comparison of the overall mean scores for the five selected aspects of administration, based on the respondents' assessments, revealed that the ministers who completed CHMN

527 evaluated their levels of skills in all five aspects of administration higher than those ministers who did not complete CHMN 527.

Ministers' Recommendations

With regard to the twelve recommendations proposed by the investigator, the ministers supported eleven recommendations and offered additional suggestions for the improvement of their administrative skills and the administrative aspect of the ministerial preparation program at the Theological Seminary at Andrews University.

Conclusions

The more significant conclusions that may be drawn from the findings of this study are as follows:

1. In general, the ministers assessed their levels of planning skills as average, with the exception of "Developing long range (5 or more years) plans for your church" which was evaluated below average.

2. In reference to the managing skills, the respondents were only average in their assessments of those skills, but seemed to have lacked the skill or discipline in managing their time to achieve maximum efficiency in their ministry.

3. There is a strong indication that the ministers in general perceived their decision-making and communicating skills to be average to above average.

4. In terms of their evaluating skills, however, the ministers seem to be lacking most in this area.

5. A great majority of the respondents believe that the administrative skills (planning, managing, decision making, communicating and evaluating) are very significant to the administration of the church, but that their academic training did not adequately prepare them in these areas.

6. In reference to the research hypotheses, it was discovered through the analysis of the data that there was a significant difference between Regional and State conference ministers, Black and Caucasian ministers, ministers pastoring one church and those pastoring two and more churches, ministers with less than average church membership and those with average and above church membership in their pastorates, and ministers who have not completed and those who have completed the minimum church administration requirement CHMN 527 in their assessments of the levels of their administrative skills in the five selected aspects of administration. This difference was also reflected in the higher assessments of Regional conference ministers, Black ministers, one-church ministers, ministers with average and above church membership in their pastorates, and ministers who completed CHMN 527 when the overall means for each of the five selected aspects of administration were compared.

7. No significant difference was found between the unordained and ordained ministers in their assessments of the levels of their administrative skills in the five selected

aspects of administration. A comparison of the overall means for each of the five aspects revealed that unordained ministers assessed their planning, managing, and communicating skills higher than ordained ministers, while ordained ministers evaluated their decision-making and evaluating skills higher than unordained ministers.

8. The results of hypothesis 6 showed a significant difference between ministers with less than the M.Div. degrees and those with M.Div. and above in their assessments of the level of their administrative skills in the five selected aspects of administration. When the overall means for the five aspects were compared, it was discovered that ministers with less than the M.Div. degree assessed their levels of planning and communicating slightly higher, while ministers with the M.Div. degree and more assessed their managing skills slightly higher and their decision-making and evaluating skills much higher than ministers with less than the M.Div. degree.

9. With regard to the twelve recommendations proposed by the investigator, the ministers did not support the one that stated "There should be more theoretical emphasis in the instruction process of planning, managing, decision-making, communicating, and evaluating in church administration courses in the theological programs", but gave their support to the other proposed recommendations to improve their administrative skills and the church administrative aspect of the ministerial preparation program.

Recommendations

The following recommendations are presented on the basis of the findings and conclusions of the study.

Administration is a significant aspect of the practicing ministers' vocation, and its totality cannot be acquired in the classroom. There is much to be learned through experience in the real situation and through continued study. The implication is that ministers should not be totally dependent upon the conferences to provide administrative information for them, but should be more responsible in terms of continuing the educational process through personal discovery, reading, and study in administration for the enhancement of their growth and development in this area.

Special attention should be given to the development of the long-range planning skills of ministers, and their application to the church. Ministers cannot afford to "keep shop" based on their projected length of stay in a pastorate. There is a need to evaluate all aspects of the church and provide the necessary leadership in establishing long-range plans in conjunction with other church leaders for the church, so that the church will be able to carry on with a structured program in the absence of the minister, rather than having to start over with the arrival of a new pastor.

The academic experiences provided by educational institutions do not absolve the conference from their responsibilities of providing continuing educational opportunities

for their ministers. There is a need for seminars, workshops, and other activities that will focus on administrative skills with special attention given to long-range planning, time management, general management and evaluating skills.

The conferences also need to evaluate their internship programs in order to ascertain their effectiveness in terms of opportunities provided for interns to receive adequate administrative insights into the application of theory to the real situation, and also to understand those situations in which it is more expedient to be political. This would necessitate the placing of interns with ministers who are successful administrators -- analytical, human oriented, conceptual, can deduce and apply biblical principles of administration, and can provide relatively sufficient guidance, opportunity for experience in administrative behavior for the interns' growth and development.

Based on the finding that ministers with one church in their pastorate assessed their levels of administrative skills higher than those with two or more churches in their districts, it might appear economically infeasible, but consideration should be given to the establishment of a one-pastor one-church future conference goal.

The conferences need to establish an evaluation system to identify the administrative weaknesses of their ministers so that they may provide appropriate assistance. It is also needed to monitor their performance and progress.

What are the implications of the findings for the ministerial curriculum decision makers at Seventh-day Adventist educational institutions? A great majority of the ministers claimed that the ministerial program did not adequately prepare them in the five selected areas of administration. An evaluation of the ministerial preparation program is needed, primarily from the practicing ministers' perspective, in order to determine its content balance in the major subject matter areas, and to determine the strength of the church administration aspect. Failure to understand the incumbent perspective through systematic scientific investigation of the practicing ministers' role will only serve to expand the gap between theory and practice.

Although the comprehension of administrative principles, theory, and task performance are significant and needed through the offering of a more mandatory church administration courses, they would be insufficient to the administrator. These must be combined with educating ministers to synthesize information and experiences; think logically and rationally; distinguish causes and effects, and their relations; and perceive relationships for the relatively successfully administration of the church.

Implications for Further Research

Based on the results of the study, the following are suggestions for further research in the area of Seventh-day Adventist ministers' administrative skills.

The investigator does not claim that the instrument (questionnaire) used in the study was totally effective in measuring the perceived administrative skills of the ministers, but it can be adopted by the conferences and educational institutions to measure the five selected areas of administration. Further research for the improvement of the instrument is necessary.

Continued research designed to evaluate the administrative skills of ministers in all aspects of church administration should be encouraged.

It is also necessary to continue research designed to measure the administrative skills of ministers acquired from their academic program in order to determine the effect of the church administration aspect of the ministerial preparation on ministers administrative skills acquisition.

There is a need to evaluate the ministerial preparation programs in order to ascertain if ministers are provided a balanced education in preparation for their vocation, and to determine specifically the necessary and needed improvements in the church administration aspect of the ministerial preparation program.

It is necessary to determine the various sources through which ministers acquire their administrative skills, and how influential those sources are on the ministers chosen methods of performance.

Further research into the administrative skills of ministers necessitates the inclusion of the ministers' church

members, and particularly the Church Board members who work more closely with the ministers on administrative matters, for a comparative perspective.

Further research is necessary to determine why Black ministers consistently assessed their levels of administrative skills higher than the Caucasian ministers when both groups received relatively similar education.

More research is needed to ascertain the effects of ministers' incompetence in administrative skills on church members relationships, church climate, minister-member relationship, church growth etc.

It is also worth researching why ministers with one church in their pastorate assessed their levels of administrative skills higher than ministers with two and more churches, while ministers with average (349) and above membership in their pastorates assessed their levels of administrative skills higher than ministers with pastorates of less than average church membership.

It should be pointed out that generalizability was not a major concern of this study, scientific replicability was. The hope is that the study will be duplicated to include all or a scientific sample across the country, and then replicated to reduce the probability of error to develop low level theories of ministers' administrative skills.

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SELECTED BIBLIOGRAPHY

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APPENDIX I

TABLES

TABLE 4.63

COMPARISON OF MEANS AND RANK OF MINISTERS' ASSESSMENT
OF THEIR ADMINISTRATIVE SKILLS

Item No.	Administrative Skills	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
<u>Planning</u>									
10.	Developing long-range (5 or more years) plans for your church.	3.2188	46	2.4588	41	2.9362	38	2.6957	26
11.	Developing short-range (less than 5 years) plans for your church.	3.9677	15	3.4236	10	3.6667	20	3.4783	11
12.	Formulating policy statements or guidelines to operationalize your church plans.	3.6364	25	2.7882	35	3.3542	27	3.0870	20
13.	Developing church goals and objectives that are based on the mission of the church.	4.0938	7	3.2471	19	3.7660	14	3.3913	13
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	4.0303	12	3.2353	20	3.7234	18	3.4783	11
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	4.1250	6	3.0353	27	3.8298	11	3.2174	17

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
16.	Delegating responsibilities to church members.	4.1250	6	3.1765	23	4.1458	1	3.6087	8
17.	Planning for an effective Stewardship in your church.	3.6970	23	3.1529	24	3.5208	23	3.3043	15
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	3.3636	33	3.0235	28	3.2917	32	3.1739	18
19.	Persuading the church to allocate resources for priority goals.	3.8788	16	3.4000	12	3.9787	5	3.5652	9
20.	Preparing an adequate financial plan for your church.	3.8182	19	3.4235	10	3.8085	12	3.6522	7
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	4.0625	9	3.5059	7	3.9375	8	3.4783	11
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	4.0667	8	3.4118	11	3.7556	15	3.3478	14

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
23.	Working systematically at attaining church goals and objectives.	4.000	13	3.2118	21	3.6875	19	3.2174	17
<u>Managing</u>									
24.	Developing church members' potentials for responsible position in the church.	3.8338	18	3.0941	26	3.3191	30	3.3043	15
25.	Influencing church members through the use of different motivational techniques.	3.5938	27	2.8706	34	3.4792	25	2.9130	22
26.	Influencing positively church members' commitments to responsibilities through home visitation.	3.1212	37	2.9647	30	3.3542	27	3.3478	14
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	3.7500	22	3.3059	16	3.4167	26	3.3916	13
28.	Monitoring the progress of church programs and activities without obstructing the process.	3.6563	24	3.1529	24	3.4167	26	3.2174	17
29.	Criticizing constructively the performance of church members to influence constructive change.	3.6061	26	2.7882	35	3.3404	28	3.0435	21

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	3.7576	21	2.9059	32	3.5000	24	3.0870	20
31.	Resolving or reducing conflict among church members.	4.0605	10	3.6353	6	3.9583	6	3.9130	6
32.	Managing your time to achieve maximum efficiency in your ministry.	3.4242	31	2.7765	36	3.1667	34	2.8261	24
<u>Decision-Making</u>									
33.	Specifying clearly what is to be accomplished before making a decision.	4.0625	9	3.4471	9	3.8750	9	3.6957	6
34.	Gathering practically all relevant information before a decision is made.	4.0000	13	3.4706	8	3.7500	16	3.6957	6
35.	Promoting a variety of opinions in meetings before a decision is made.	4.4063	1	3.8706	3	4.000	4	4.0000	4
36.	Promoting decisions that are consistent with church policy.	4.3030	3	4.0118	1	4.1667	2	4.0870	2

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
37.	Making decisions that are based on practical values.	4.2188	4	3.8941	2	4.0208	3	4.1304	1
38.	Building (or including) into decisions the steps and procedures to implement them.	4.0313	11	3.2824	17	3.6667	20	3.2609	16
39.	Including feedback periods into church decisions to check their validity and effectiveness.	3.8788	16	3.1412	25	3.6458	21	3.1304	19
40.	Selecting alternative courses of action to achieve church goals and objectives.	3.9697	14	3.2706	18	3.7292	17	3.3478	14
<u>Communicating</u>									
41.	Managing the flow of communication in your church.	3.4545	30	3.0941	26	3.5000	24	3.2609	16
42.	Recognizing communication distortion in your church.	3.8485	17	3.3412	15	3.7917	13	3.6087	8
43.	Influencing positively church members' support for established programs and activities through communication.	3.6364	25	3.3810	13	3.8542	10	3.4348	12

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
44.	Facilitating interpersonal communication among church members.	3.5758	28	3.2024	22	3.5833	22	3.5217	10
45.	Building trustworthy or confidential relationship with and among church members.	4.1563	5	3.7024	4	3.9574	7	4.0435	3
46.	Evaluating your own communication by noting the comprehension of it by others.	3.7576	21	3.3735	14	3.9583	6	3.6957	6
<u>Evaluating</u>									
47.	Determining the needs of your church.	4.3636	2	3.6471	5	4.0208	3	3.5217	10
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	3.2500	35	2.8941	33	3.2292	33	2.6957	26
49.	Developing a survey to determine community needs.	3.5455	29	2.4824	40	3.0213	36	2.7826	25
50.	Interpreting information (data) collected from surveys.	3.3939	32	2.7529	37	3.0000	37	2.8697	23
51.	Determining objectives to meet the needs identified.	3.6364	25	2.9524	31	3.1667	34	3.0435	21

TABLE 4.63 (Cont'd.)

Item No.	Administrative	Lake Region		Michigan		Northeastern		Wisconsin	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	3.7879	20	3.0000	29	3.3043	31	3.0435	21
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	3.5938	27	2.7294	38	3.3333	29	2.8696	23
54.	Monitoring and appraising all the processes involved in the evaluation of your church and community.	3.3333	34	2.5765	39	3.0417	35	2.6957	26

APPENDIX II

CORRESPONDENCE WITH CONFERENCE PRESIDENTS AND PASTORS

Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

February 7, 1983

President Charles Joseph
Lake Region Conference of S.D.A.
8517 South State Street
Chicago, ILL. 60619

Dear President Joseph:

I am delighted to inform you that I have completed the period of residency for my doctoral program in the Department of Administration and Curriculum at Michigan State University, and have chosen as my dissertation topic: "An Assessment of Seventh-day Adventist Ministers' Administrative Skills: Implications for Administration and Curriculum in Ministerial Training." This study is designed to: a) assess the perceptions which practicing ministers have of their administrative skills; b) determine skills which ministers currently possess as well as those which they perceive to be significant in administering church affairs; c) discern perceived impact of formal academic training as against workshops in the development of their administrative skills; and d) assess their desire for further formal training in significant skill areas.

This research is an outgrowth of my keen interest in Church Administration, and I believe that the findings will prove invaluable to your administration since the knowledge gained in such a study will provide a better understanding of the ministers' competencies and needs in the area of Church Administration. The findings may also warrant serious curricular considerations in ministerial training.

The population of my study will comprise all ministers in a few conferences, including yours. I am, therefore, requesting your permission to involve all ministers within your jurisdiction in my dissertation project. I would also appreciate you sending me a copy of your Conference Directory and any available support that you deem necessary and relevant to the completion of this study.

Thank you kindly for considering this request, and for a favorable response by February 21, 1983 or before. May God continue to bless you in your endeavors as you press for the culmination of His work.

Yours in Christ,

Earlington W. Guiste

Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

February 7, 1983

President Charles Keymer
Michigan Conference of S.D.A.
P.O. Box 19009
Lansing, Michigan 48901

Dear President Keymer:

I am delighted to inform you that I have completed the period of residency for my doctoral program in the Department of Administration and Curriculum at Michigan State University, and have chosen as my dissertation topic: "An Assessment of Seventh-day Adventist Ministers' Administrative Skills: Implications for Administration and Curriculum in Ministerial Training." This study is designed to: a) assess the perceptions which practicing ministers have of their administrative skills; b) determine skills which ministers currently possess as well as those which they perceive to be significant in administering church affairs; c) discern perceived impact of formal academic training as against workshops in the development of their administrative skills; and d) assess their desire for further formal training in significant skill areas.

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Yours in Christ,

Earlington W. Guiste

Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

February 7, 1983

President George Earle
Northeastern Conference
115-50 Merrick Boulevard
Jamaica, New York 11434

Dear President Earle:

I am delighted to inform you that I have completed the period of residency for my doctoral program in the Department of Administration and Curriculum at Michigan State University, and have chosen as my dissertation topic: "An Assessment of Seventh-day Adventist Ministers' Administrative Skills: Implications for Administration and Curriculum in Ministerial Training." This study is designed to: a) assess the perceptions which practicing ministers have of their administrative skills; b) determine skills which ministers currently possess as well as those which they perceive to be significant in administering church affairs; c) discern perceived impact of formal academic training as against workshops in the development of their administrative skills; and d) assess their desire for further formal training in significant skill areas.

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Yours in Christ,

Earlington W. Guiste

Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

February 7, 1983

President James Hayward
Wisconsin Conference of S.D.A.
P.O. Box 7310
Madison, Wisconsin 53707

Dear President Hayward:

I am delighted to inform you that I have completed the period of residency for my doctoral program in the Department of Administration and Curriculum at Michigan State University, and have chosen as my dissertation topic: "An Assessment of Seventh-day Adventist Ministers' Administrative Skills: Implications for Administration and Curriculum in Ministerial Training." This study is designed to: a) assess the perceptions which practicing ministers have of their administrative skills; b) determine skills which ministers currently possess as well as those which they perceive to be significant in administering church affairs; c) discern perceived impact of formal academic training as against workshops in the development of their administrative skills; and d) assess their desire for further formal training in significant skill areas.

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Thank you kindly for considering this request, and for a favorable response by February 21, 1983 or before. May God continue to bless you in your endeavors as you press for the culmination of His work.

Yours in christ,

Earlington W. Guiste

Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

Dear Pastor:

I am pursuing a study of the administration skills of our ministers in four conferences for my dissertation project, and would appreciate your response through the completion of the enclosed questionnaire, and its return to me in the enclosed self-addressed stamped envelope by May 15, 1984. I have procured the permission of President Earle to include all ministers of the conference in this study (see enclosed copy).

The study has a dual purpose: (1) it attempts to assess the perceptions that practicing S.D.A. ministers have of their current levels of church administration skills, and (2) it provides ministers with an opportunity to suggest recommendations for the improvement of their administration skills, and the church administration aspect of the ministerial preparation program at our educational institutions. The findings should furnish invaluable information to the curriculum designers of our educational institutions for the improvement of the administration aspect of the ministerial program, and to the administrators of our conferences to assist them in providing relevant information or material for ministerial in-service training in church administration.

I am aware that your completion of the questionnaire is an imposition on your time, but your cooperation is extremely important to the completion of this study, even though your participation is entirely voluntary. If you need further clarification while completing the questionnaire, please do not hesitate to call me collect at (517) 355-0870. You may rest assured that your responses will be treated with utmost confidence. No individual information will be revealed to anyone, and the final report will not identify individuals. You will remain completely anonymous.

Thank you kindly for your cooperation, and may the Lord continue to bless your efforts as you labor in His vineyard.

Your brother in Christ,

Earlington Guiste



MICHIGAN CONFERENCE
of Seventh-day Adventists

Phone (517) 485-2226
P.O. Box 19009
Lansing, Michigan 48901

May 18, 1983

Mr. Earlington Guiste
Michigan State University
14136 Spartan Village
East Lansing, Michigan 48823

Dear Brother Guiste:

The administration of the Michigan Conference has given approval to your request to send your questionnaire to our ministers. It is our policy not to relinquish names and addresses; therefore, if you bring the filled envelopes to the office, we will address them. It is also understood that you will be responsible for the postage. Postage for your questionnaire copied on both sides would be 54 cents, and 71 cents if copied only on one side. In my opinion, providing postage and a self addressed envelope for it to be returned would give greater assurance of a response.

Six of our ministers have reviewed your questionnaire and see it very comprehensive and practical. One suggested sending a bibliography with it to give him help in areas he finds himself lacking.

We would like to have a print-out of our conference when you are finished if this could be arranged.

Success to you, Brother Guiste, with God's blessings.

Most cordially,

Arthur C. Carlson

Arthur C. Carlson, Director
Ministerial Association

ld ✓

*The States of
Connecticut Maine
New Hampshire New York
Rhode Island Vermont
and the Commonwealth
of Massachusetts*

Northeastern Conference of Seventh day Adventists



*115-50 Morris Boulevard,
St Albans, N. Y. 11434
Telephone 212-291-8006*

OFFICE OF THE PRESIDENT

March 11, 1983

Mr. Earlington W. Guiste
Michigan State University
1413G Spartan Village
East Lansing, Michigan 48823

Dear Mr. Guiste:

I had hoped by this time that our Conference Directories would be ready so that I could send you one as requested; but our Conference Secretary, Elder Baptiste, has informed me that the Directories will not be off the press until the latter part of next week or shortly thereafter. Therefore, rather than have you wait longer, I've asked my secretary to type up the names and addresses of our pastors and send to you. As soon as the Conference Directories are ready, I will have one sent to you also.

With every good wish, I am

Very sincerely yours,

G. R. Earle
G. R. Earle
President

GRE:ve

Enclosures 2 ✓

Wisconsin Conference



OF SEVENTH-DAY ADVENTISTS

P.O. BOX 7310 MADISON, WISCONSIN 53707

(608) 241-5235

May 27, 1983

Earlington Guiste
1413 G. Spartan Village
East Lansing, MI 48823

Dear Brother Guiste:

We have received and reviewed your survey questionnaire,
and approval is given to send it to our pastors. I am
enclosing a list of their names and addresses.

God bless as you complete your program.

Cordially your brother,

James L. Hayward
President

JLH/vb
Enc.



CHARLES D. JOSEPH

March 1, 1983

Dr. Earlington W. Guiste
Michigan State University
1413G Spartan Village
East Lansing, MI 48823

Dear Brother Guiste:

I was happy to know of your success in completing your doctoral residency requirements. Enclosed is a copy of our conference directory to aid in your dissertation research.

Sincerely,

LAKE REGION CONFERENCE

A handwritten signature in cursive script, appearing to read "Charles D. Joseph".

Charles D. Joseph, D.Min.
PRESIDENT

CDJ

/

edw

Enclosure

APPENDIX III

THE INSTRUMENT

ASSESSMENT OF S.D.A. MINISTERS' ADMINISTRATIVE SKILLS

Demographic Data

In questions 1-9, you are kindly asked to Circle only the Letter which is next to the information that applies to you.

1. By which conference are you presently employed? (Circle one).
 - A. Lake Region Conference of S.D.A.
 - B. Michigan Conference of S.D.A.
 - C. Northeastern Conference of S.D.A.
 - D. Wisconsin Conference of S.D.A.

2. In which category or age group does your age fall? (Circle one).
 - A. 20 - 29
 - B. 30 - 39
 - C. 40 - 49
 - D. 50 - 59
 - E. 60 and above

3. What is your ethnic classification? (Circle one).
 - A. Caucasian
 - B. Black
 - C. Spanish-American
 - D. Other (Explain) _____

4. What is your present classification? (Circle one).
 - A. Intern
 - B. Unordained Pastor
 - C. Ordained Pastor
5. How many years have you been in pastoral ministry? (Circle one).
 - A. 1 - 5 (and less than 1 year)
 - B. 6 - 10
 - C. 11 - 15
 - D. 16 - 20
 - E. 21 - 25
 - F. 26 - 30
 - G. 31 and over. (Please write the number of years ____.)
6. How many churches do you pastor? (Circle one).
 - A. One (1)
 - B. Two (2)
 - C. Three (3)
 - D. Four (4) or more
7. What is the total membership of your pastorate or church/es? (Please write in the number). _____
8. What degrees have you attained? (Circle all that you have).
 - A. B.A. or B.Th.
 - B. M.A.
 - C. M.Div.
 - D. D.Min.
 - E. Please write in any other. _____

9. How many courses in administration (church, business, education, etc.) did you complete in your academic career? (If you have not attended Andrews University, circle one of A - D; and if you have attended Andrews University, circle one of E - H).

- | | |
|----------------------|--|
| A. One (1) | E. CHMN 527 Church Leadership and Administration (required for M.Div.) |
| B. Two (2) | |
| C. Three (3) or more | F. CHMN 527 and other administration courses. |
| D. None | G. Other administration courses excluding CHMN 527. |
| | H. None |

PART II

SKILLS ASSESSMENT DATA

Instructions

In this section, you are kindly asked to read the question, WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?, at the top of each page. Apply the question to the statements under PLANNING, MANAGING, DECISION MAKING, COMMUNICATING, and EVALUATING; and then Circle one of the numbers that correspond to the answer of your choice in the column to the right side of the page.

EXAMPLE: (This is only an example).

QUESTION: WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?

- | | Very Low | Low | Average | High | Very High |
|--|----------|-----|---------|------|-----------|
| 1. Conducting an evaluation of your church needs. | 1 | 2 | 3 | 4 | 5 |
| 2. Applying the concept of Management by Objective to the management of your church. | 1 | 2 | 3 | 4 | 5 |

Thank you kindly for reading the instructions so carefully. Please answer ALL the following questions in this section.

QUESTION: WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?		Very Low	Low	Average	High	Very High
(PLANNING)						
10.	Developing long-range (5 or more years) plans for your church.	1	2	3	4	5
11.	Developing short-range (less than 5 years) plans for your church.	1	2	3	4	5
12.	Formulating policy statements or guidelines to operationalize your church plans.	1	2	3	4	5
13.	Developing church goals and objectives that are based on the mission of the church.	1	2	3	4	5
14.	Determining programs and activities that will facilitate (make easy) the achievement of church goals and objectives.	1	2	3	4	5
15.	Defining clearly the responsibilities of the church members in the programs and activities of the church.	1	2	3	4	5
16.	Delegating responsibilities to church members	1	2	3	4	5
17.	Planning for an effective Stewardship program in your Church.	1	2	3	4	5
18.	Implementing the Stewardship program in such a way as to achieve the planned or desired results.	1	2	3	4	5
19.	Persuading the church to allocate resources for priority goals.	1	2	3	4	5

QUESTION: WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?		Very Low	Low	Average	High	Very High
(PLANNING)						
20.	Preparing an adequate financial plan for your church.	1	2	3	4	5
21.	Initiating positive action in the church rather than reacting to actions initiated by others.	1	2	3	4	5
22.	Determining the flow of activities and responsibilities when assigned to a new pastorate.	1	2	3	4	5
23.	Working systematically at attaining church goals and objectives.	1	2	3	4	5
(MANAGING)						
24.	Developing church members' potentials for responsible positions in the church.	1	2	3	4	5
25.	Influencing church members' through the use of different motivational techniques.	1	2	3	4	5
26.	Influencing positively church members' commitments to responsibilities through home visitation.	1	2	3	4	5
27.	Implementing the planned programs and activities for the achievement of church goals and objectives.	1	2	3	4	5
28.	Monitoring the progress of church programs and activities without ob- structing the process.	1	2	3	4	5
29.	Criticizing constructively the per- formance of church members to influ- ence constructive change.	1	2	3	4	5
30.	Using a variety of leadership and management styles to achieve church goals and objectives.	1	2	3	4	5
31.	Resolving or reducing conflict among church members.	1	2	3	4	5

QUESTION: WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?	Very Low	Low	Average	High	Very High
(MANAGING)					
32. Managing your time to achieve maximum efficiency in your ministry.	1	2	3	4	5
(DECISION MAKING)					
33. Specifying clearly what is to be accomplished before making a deci- sion.	1	2	3	4	5
34. Gathering practically all relevant information before a decision is made.	1	2	3	4	5
35. Promoting a variety of opinions in meetings before a decision is made. .	1	2	3	4	5
36. Promoting decisions that are consis- tent with church policy.	1	2	3	4	5
37. Making decisions that are based on practical values.	1	2	3	4	5
38. Building (or including) into deci- sions the steps and procedures to implement them.	1	2	3	4	5
39. Including feedback periods into church decisions to check their validity and effectiveness.	1	2	3	4	5
40. Selecting alternative courses of action to achieve church goals and objectives.	1	2	3	4	5
(COMMUNICATING)					
41. Managing the flow of communication in your church.	1	2	3	4	5
42. Recognizing communication distortion in your church.	1	2	3	4	5

QUESTION: WHAT IS YOUR CURRENT LEVEL OF SKILL IN THE FOLLOWING AREAS?		Very Low	Low	Average	High	Very High
(COMMUNICATING)						
43.	Influencing positively church members' support for established church programs and activities through communication.	1	2	3	4	5
44.	Facilitating interpersonal communication among church members.	1	2	3	4	5
45.	Building trustworthy or confidential relationships with and among church members.	1	2	3	4	5
46.	Evaluating your own communication by noting the comprehension of it by others.	1	2	3	4	5
(EVALUATING)						
47.	Determining the needs of your church.	1	2	3	4	5
48.	Using appropriate sampling procedures in assessing church members' views or opinions.	1	2	3	4	5
49.	Developing a survey to determine community needs.	1	2	3	4	5
50.	Interpreting information (data) collected from surveys.	1	2	3	4	5
51.	Determining objectives to meet the needs identified.	1	2	3	4	5
52.	Assessing the effectiveness of church programs at appropriate stages, or at their completion.	1	2	3	4	5
53.	Comparing church members' performance of their responsibilities with established standards for goal attainment, and taking positive action when there is disharmony.	1	2	3	4	5
54.	Monitoring and appraising all the process involved in the evaluation of your church and community.	1	2	3	4	5

PART III
RECOMMENDATIONS

As you consider improvements for practicing ministers' administration skills, and the ministerial preparation program, please indicate your responses to the following recommendations. Please read the statements and circle the number in the column that corresponds to the answer of your thinking or choice.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
55. The planning, managing, decision making, communicating and evaluating skills are very important to the effective administration of your church.	1	2	3	4	5
56. As a practicing minister, you need further information in the (1) planning, (2) managing, (3) decision-making, (4) communicating, and (5) evaluating skills to administer the affairs of your church/es more efficiently and effectively.	1	2	3	4	5
57. As a practicing minister, you have not been reading sufficiently in the administrative skills of planning, managing, decision making, communicating, and evaluating.	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
58. As a practicing minister, you should be responsible for your own personal growth in the administrative skills of planning, managing, decision-making, communicating, and evaluating.	1	2	3	4	5
59. Your conference should provide in-service training (programs and activities) for its ministers in the following areas of planning, managing, decision-making, communicating, and evaluating.	1	2	3	4	5
60. Your academic ministerial training did not adequately prepare you in skills of planning, managing, decision making, communicating, and evaluating, for the effective administration of your church/es.	1	2	3	4	5
61. There should be more theoretical emphasis on the instruction process of planning, managing, decision-making, communicating, and evaluating in church administration courses in the theological programs.	1	2	3	4	5
62. There should be more practical emphasis on the instruction of planning, managing, decision making, communicating, and evaluating in church administration courses.	1	2	3	4	5
63. More typical church administration problem and conflict examples should be provided in church administration courses with corresponding principles for their resolution. . .	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
64. More courses in church administration should be offered in the ministerial preparation program.	1	2	3	4	5
65. The skill areas of planning, managing, decision making, communicating, and evaluating should be combined and taught as a course in church administration to provide more indepth information in these areas.	1	2	3	4	5
66. All church administration courses should be mandatory for all ministerial students or prospective ministers.	1	2	3	4	5

For the last items, you are asked to make your own suggestions in response to two questions. However, if you have no suggestions, please return the questionnaire with the blank spaces for items 67 and 68.

67. What other recommendations would you like to make for the improvement of your administrative skills in planning, managing, decision making, communicating, and evaluating, as a result of your personal efforts, and your conference involvement. (Briefly state THREE in order of importance with the first (A) being the most important).

A. _____

B. _____

C. _____

66. What other recommendations would you like to make for the improvement of the church administrative aspect of the ministerial preparation program in our educational institutions. (Briefly state THREE in order of importance with the first (A) being the most important).

A. _____

B. _____

C. _____



RETURNING MATERIALS:
Place in book drop to
remove this checkout from
your record. If ES,
be charged if
turned in
ped